School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Linda Vista Elementary School	43693696046213	May 21, 2020	June 11, 2020

Purpose and Description

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

Schoolwide Program
Targeted Support and Improvement

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 Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. Stakeholders have worked collaboratively to create school goals aligned to the district's LCAP goals. Stretegic tasks have been created to address the goals and provide appropriate resources to support students, teachers and families. Throughout the creation of the SPSA, input was collected from various stakeholders to address the needs and of Targeted Support and Improvement, in the area of Chronic Absenteeism for Students with Disabilities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, Parents and Teachers all took a school wide Panaroma survey in which resuts were analyzed in order to focus on aeras of improvement. LCAP student and parent meetings were organized during and after school to provide stakeholder input. During school closures, Zoom meetings were created to engage teachers, parents and School Site Council to develop an action plan to address ATSI (chronic absenteeism for Sped).

Classroom Observations

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

Unannounced cassroom observations are conducted by administrator to provide feedback with immediate pluses and deltas to help support teacher practice . New teachers and teachers who are due for evaluation will get 2 formal observations in which specific standards are discussed to provide a more thorough coaching throughout the year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Linda Vista uses SBAC blocks and I-Ready a as formative assessments which guide our instruction.

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

Linda Vista teachers use assessments embedded in our Benchmark Advance (ELA) and EnVision (math) curriculum

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Met

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

Met

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

Met

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

Teachers are supported by on-going PD provided by the principal, district staff, highly qualified teachers and outside organizations.

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

Linda Vista teachers are afforded two afternoon staff meetings a month to collaborate as well as one hour staff meeting for Grade Level Collaboration each month.

Teaching and Learning

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

Principal and ILTLC monitor alignment of curriculum, instruction and material to maintain fidelity to the state adopted Common Core State Standards.

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

Teachers are provided with instructional minutes guide and monitored for fidelity by the principal through random walkthroughs.

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

Linda Vista teachers have successfully integrated small group instruction into their teaching methods which allow sufficient time to meet with students in need of intervention.

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

Linda Vista teachers are all provided with standards-based materials in ELA, Math, science, social studies and PE.

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

Linda Vista teachers use SBE-adopted, standards based intervention materials provided in our Benchmark Advance and EnVision curriculum.

Opportunity and Equal Educational Access

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

Afterschool intervention is available for underperforming students as well as social-emotional counseling through the district counselor intern program.

Evidence-based educational practices to raise student achievement

Linda Vista teachers have incorporated small group instruction into their teaching method as a means of identifying and supporting student achievement for all students.

Parental Engagement

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

Parents are given monthly workshops to inform them of the school criteria as well as how to help their children during Coffee with the Principal.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Linda Vista community come together to plan during ILT, School Site Council meetings and Parent Coffees. Data is collected from Safe Schools survey which includes input from teachers, parents and students.

Funding

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

Linda Vista is provided Title I, Title III and LCAP funds to support under performing students. These funds are used to provide before and after-school interventions, additional technology and materials to support their academic development.

Fiscal support (EPC)

Alum Rock schools receive state and federal funding. We also fund-raise to provide for for school supplies and additional student services including field trips.

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

All stakeholders are part of the decision-making process at Linda Vista, which includes School Site Council, English Language Advisory Committee, Parent Teacher Association, staff members, Instructional Leadership Team and Parents. All stakeholders were consulted in the development of the school plan.This was achieved by looking at data and working collaboratively in work groups to address schools needs to making sure that goals were aligned to the district goals. All students, teachers and parents are asked to complete a Panorama Survey. Panorma Survey results are analyzed and presented to School Site Council, ILT, & Coffee with the Principal to inform all parents of the areas of need and to collect input from all stakeholders to improve in those areas of need. All stakeholders are involved in the development of the school plan and feedback around the budget through our LCAP forums.Google Form Surverys, were shared through Parent Square to gather more input from all stakeholders during the School Closures. Digital platforms such as zoom and padlet were created to engage parents and teachers regarding outcomes that will help support the ATSI need of Chronic Absenteeism for our Sped students.

Resource Inequities

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

More specific work needs to occur to help support English Learners, who are the lowest scoring sub group based on the SBAC results.Linda Vista offers after school interventions. Often times parents are not able to support with school or homework due to limited English support. The Distance Learning component due to School Closures has widened the learning gap, due to many variables associated with the school closures.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.19%	0.2%	0.24%	1	1	1
African American	0.76%	0.78%	0.95%	4	4	4
Asian	7.59%	7.03%	8.83%	40	36	37
Filipino	4.55%	5.08%	5.73%	24	26	24
Hispanic/Latino	80.46%	80.08%	77.09%	424	410	323
Pacific Islander	0.57%	0.59%	0.48%	3	3	2
White	4.36%	3.91%	4.53%	23	20	19
Multiple/No Response	%	%	2.15%			0
			Total Enrollment	527	512	419

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	97	101	51
Grade 1	94	76	78
Grade 2	97	84	65
Grade3	79	98	73
Grade 4	89	74	89
Grade 5	71	79	63
Total Enrollment	527	512	419

Conclusions based on this data:

1. Our student enrollment overall has decreased consecutively over the past 3 years. Less than 100 students over 3 years ago.
2. Our largest population is our hispanic/latino sub group with 77.09% followed by our Asian population at 8.83%
3. Our smallest sub group is American Indian followed by Pacific Islander.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	201	198	145	38.1%	38.7%	34.6%
Fluent English Proficient (FEP)	116	99	94	22.0%	19.3%	22.4%
Reclassified Fluent English Proficient (RFEP)	51	17	40	21.2%	8.5%	20.2%

Conclusions based on this data:

1. The total amount of English Learners school wide has continued to decrease over the past 3 years.
2. The toal number of students Reclassified this year increased from 8.5% last year to 20.2% in 19-20 school year.
3. Fluent English Proficient students increased from 19.3% to 22.4%

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	77	95	89	77	92	89	77	92	98.9	100	96.8
Grade 4	66	86	72	65	86	68	65	86	68	98.5	100	94.4
Grade 5	91	70	82	90	70	80	90	70	80	98.9	100	97.6
All Grades	247	233	249	244	233	240	244	233	240	98.8	100	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2419.	2406.	17.98	23.38	19.57	24.72	24.68	17.39	26.97	22.08	28.26	30.34	29.87	34.78
Grade 4	2445.	2460.	2436.	9.23	22.09	14.71	26.15	25.58	20.59	29.23	20.93	27.94	35.38	31.40	36.76
Grade 5	2475.	2496.	2496.	13.33	14.29	21.25	26.67	34.29	28.75	20.00	27.14	18.75	40.00	24.29	31.25
All Grades	N/A	N/A	N/A	13.93	20.17	18.75	25.82	27.90	22.08	25.00	23.18	25.00	35.25	28.76	34.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.22	20.78	22.83	44.94	46.75	42.39	34.83	32.47	34.78
Grade 4	9.23	18.60	13.24	56.92	48.84	51.47	33.85	32.56	35.29
Grade 5	14.44	17.39	20.00	45.56	62.32	43.75	40.00	20.29	36.25
All Grades	15.16	18.97	19.17	48.36	52.16	45.42	36.48	28.88	35.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.98	11.69	14.29	46.07	49.35	47.25	35.96	38.96	38.46
Grade 4	15.38	18.60	8.82	44.62	55.81	51.47	40.00	25.58	39.71
Grade 5	23.33	23.19	20.00	47.78	50.72	62.50	28.89	26.09	17.50
All Grades	19.26	17.67	14.64	46.31	52.16	53.56	34.43	30.17	31.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.24	24.68	20.65	66.29	61.04	57.61	22.47	14.29	21.74
Grade 4	7.69	16.28	11.76	66.15	61.63	61.76	26.15	22.09	26.47
Grade 5	7.78	15.94	15.00	63.33	66.67	67.50	28.89	17.39	17.50
All Grades	9.02	18.97	16.25	65.16	62.93	62.08	25.82	18.10	21.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.84	41.56	15.22	49.44	33.77	53.26	24.72	24.68	31.52
Grade 4	18.46	27.91	11.76	61.54	51.16	57.35	20.00	20.93	30.88
Grade 5	13.33	30.43	31.25	50.00	46.38	40.00	36.67	23.19	28.75
All Grades	19.26	33.19	19.58	52.87	43.97	50.00	27.87	22.84	30.42

Conclusions based on this data:

1. Students continue to increase the rate of standards not met across grade levels.
2. The 4th grade team had the highest percentage drop in overall ELA proficiency. It will be very important for the administrator to monitor student progress throughout the year to provide resources for additional intervention and teacher professional development.
3. The Reading domain had the lowest percent of students meeting or above standard.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	77	95	89	77	92	89	77	92	98.9	100	96.8
Grade 4	66	86	72	66	86	69	66	86	69	100	100	95.8
Grade 5	91	70	82	90	70	80	90	70	80	98.9	100	97.6
All Grades	247	233	249	245	233	241	245	233	241	99.2	100	96.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2436.	2444.	2434.	20.22	28.57	22.83	29.21	31.17	21.74	30.34	19.48	28.26	20.22	20.78	27.17
Grade 4	2464.	2467.	2448.	9.09	12.79	8.70	25.76	30.23	23.19	45.45	34.88	36.23	19.70	22.09	31.88
Grade 5	2485.	2497.	2481.	13.33	12.86	15.00	15.56	22.86	17.50	33.33	31.43	26.25	37.78	32.86	41.25
All Grades	N/A	N/A	N/A	14.69	18.03	16.18	23.27	28.33	20.75	35.51	28.76	29.88	26.53	24.89	33.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.33	41.56	31.52	30.34	29.87	41.30	30.34	28.57	27.17
Grade 4	18.18	22.09	15.94	42.42	34.88	33.33	39.39	43.02	50.72
Grade 5	20.00	23.19	20.00	31.11	36.23	33.75	48.89	40.58	46.25
All Grades	26.53	28.88	23.24	33.88	33.62	36.51	39.59	37.50	40.25

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.84	32.47	21.74	51.69	38.96	48.91	22.47	28.57	29.35
Grade 4	15.15	17.44	14.49	56.06	54.65	42.03	28.79	27.91	43.48
Grade 5	8.89	12.86	18.75	57.78	58.57	38.75	33.33	28.57	42.50
All Grades	16.73	21.03	18.67	55.10	50.64	43.57	28.16	28.33	37.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.09	31.17	26.09	52.81	51.95	47.83	19.10	16.88	26.09
Grade 4	15.15	16.28	13.04	59.09	58.14	52.17	25.76	25.58	34.78
Grade 5	11.11	13.04	12.50	55.56	49.28	48.75	33.33	37.68	38.75
All Grades	18.37	20.26	17.84	55.51	53.45	49.38	26.12	26.29	32.78

Conclusions based on this data:

1. The Overall Achievement in Math decreased for 3rd-5th.
2. It will be very important for the administrator to monitor student progress throughout the year to provide resources for additional intervention and teacher professional development.
3. Students scored the lowest in the area of Communicating Reasoning. Incorporating best practices and professional development in this area of focus is important.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1414.5	1409.7	1427.2	1425.1	1385.0	1373.4	56	57
Grade 1	1464.5	1429.1	1458.1	1433.0	1470.2	1424.6	47	29
Grade 2	1481.3	1460.4	1489.0	1464.1	1473.1	1456.2	24	20
Grade 3	1482.6	1476.7	1472.3	1470.7	1492.2	1482.5	26	21
Grade 4	1506.5	1505.1	1505.8	1500.5	1506.7	1509.6	27	20
Grade 5	1535.1	1500.1	1545.8	1494.2	1523.7	1505.4	18	22
All Grades							198	169

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	19.64	5.26	21.43	38.60	42.86	38.60	*	17.54	56	57
1	40.43	6.90	36.17	24.14	*	37.93	*	31.03	47	29
2	*	5.00	50.00	25.00	*	60.00	*	10.00	24	20
3	*	4.76	*	28.57	*	52.38	*	14.29	26	21
4	*	10.00	44.44	45.00	*	35.00	*	10.00	27	20
5	*	9.09	61.11	40.91		40.91		9.09	18	22
All Grades	26.77	6.51	36.36	34.32	22.73	42.60	14.14	16.57	198	169

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.00	12.28	39.29	40.35	25.00	31.58	*	15.79	56	57
1	48.94	3.45	31.91	24.14	*	51.72	*	20.69	47	29
2	45.83	5.00	45.83	65.00	*	20.00		10.00	24	20
3	*	19.05	42.31	28.57	*	33.33	*	19.05	26	21
4	44.44	40.00	*	35.00	*	10.00	*	15.00	27	20
5	83.33	31.82	*	45.45		18.18		4.55	18	22
All Grades	39.39	16.57	35.86	39.05	16.16	29.59	8.59	14.79	198	169

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.75	*	28.07	41.07	40.35	30.36	29.82	56	57
1	38.30	6.90	31.91	24.14	*	31.03	*	37.93	47	29
2	*	5.00	*	15.00	*	45.00	*	35.00	24	20
3	*	0.00	*	23.81	46.15	47.62	*	28.57	26	21
4	*	5.00	*	30.00	51.85	40.00	*	25.00	27	20
5	*	0.00	*	13.64	*	72.73	*	13.64	18	22
All Grades	20.20	2.96	23.74	23.67	33.84	44.38	22.22	28.99	198	169

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.14	5.26	60.71	75.44	*	10.53	56	52
1	57.45	13.79	34.04	58.62	*	27.59	47	29
2	66.67	5.00	*	85.00		10.00	24	20
3	*	9.52	73.08	71.43	*	19.05	26	21
4	*	30.00	59.26	65.00	*	5.00	27	20
5	72.22	0.00	*	77.27		22.73	18	22
All Grades	43.43	9.47	49.49	72.19	7.07	15.38	198	164

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.79	21.05	57.14	57.89	*	17.54	56	55
1	46.81	0.00	46.81	82.76	*	13.79	47	28
2	62.50	5.00	*	80.00	*	5.00	24	18
3	*	23.81	*	66.67	*	9.52	26	21
4	55.56	55.00	*	25.00	*	20.00	27	20
5	88.89	77.27	*	18.18		4.55	18	22
All Grades	46.46	27.22	41.92	56.80	11.62	13.02	198	164

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	62.50	85.96	21.43	14.04	56	57
1	57.45	17.24	23.40	44.83	*	37.93	47	29
2	*	5.00	45.83	55.00	*	40.00	24	20
3	*	0.00	46.15	61.90	50.00	38.10	26	21
4	*	0.00	70.37	60.00	*	40.00	27	20
5	*	0.00	61.11	77.27	*	18.18	18	21
All Grades	24.75	3.55	50.00	68.05	25.25	27.81	198	168

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.14	29.82	37.50	24.56	30.36	33.33	56	50
1	*	3.45	59.57	48.28	*	27.59	47	23
2	*	10.00	62.50	60.00	*	20.00	24	18
3	*	4.76	76.92	80.95	*	14.29	26	21
4	*	15.00	70.37	70.00	*	15.00	27	20
5	*	13.64	61.11	72.73		13.64	18	22
All Grades	25.76	15.98	57.58	51.48	16.67	23.67	198	154

Conclusions based on this data:

1. English Learners taking the ELPAC overall decreased across all grade levels. More interventions and strategic supports need to be implemented across all grade levels.
2. Total number of English Learners declines as grade levels get higher
3. The Writing Domain had the lowest number of students that performed Somewhat Moderately and Well Developed. More work needs to be done in the area of Writing, providing teachers with more opportunities to increase their knowledge on how to better support English Learners in the area of Writing.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
512	**73.8**	**38.7**	**0.8**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	198	38.7
Foster Youth	4	0.8
Homeless	2	0.4
Socioeconomically Disadvantaged	378	73.8
Students with Disabilities	58	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
American Indian	1	0.2
Asian	36	7.0
Filipino	26	5.1
Hispanic	410	80.1
Two or More Races	12	2.3
Pacific Islander	3	0.6
White	20	3.9

Conclusions based on this data:

1. The highest percentage of students based on Race/Ethnicity are Hispanic students with 80.1%
2. 73.8% of students enrolled are categorized as Socioeconomically Disadvantaged (378). Efforts need to be made to ensure that all stakeholders are aware of the inequities.
3. Students with disabilities make up 11.3% of the student population. Great effort needs to be done to ensure that students with disabilities are given the support they need.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Linda Vista was in the Red strand for Chronic Absenteeism, but improved to Yellow. There still needs to be a great effort placed on school wide attendance, specially for students with disabilities.
2. Linda Vista students scored in the Green strand in the area of Suspension Rate. All efforts must be exhausted before suspending a student in efforts to improve to the Blue strand.
3. Academic Performance in ELA, is in the Orange band, this needs to improve or else Linda Vista will fall in the Red band of the California Dashboard.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
19.5 points below standard	30.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.5 points	Declined -7.9 points	1
232	128	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	28.4 points below standard	90.8 points below standard
1	Declined -14.4 points	Increased ++4.8 points
	170	26

2019 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	Less than 11 Students - Data Not Displayed for Privacy	47.9 points above standard	77.2 points above standard
3	1	Increased Significantly ++26.5 points	11
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
31.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.5 points	3	1	8
188			

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.1 points below standard	17.7 points above standard	18 points below standard
Maintained -0.9 points	Maintained -1.2 points	Declined Significantly -26.8 points
59	69	90

Conclusions based on this data:

1. Current English Learners declined the largest amount of points and need more strategic support.
2. Students with disabilities had the largest amount of points below standard, but made improvements from previous year, so more work needs to continue regarding supporting teachers to help with inclusion.
3. Overall, Linda Vista students scored in the Orange band in English Language Arts performance. This is a decline of 10.5%

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 Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
24.8 points below standard	31 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.3 points	Declined -11 points	1
232	128	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	31.6 points below standard	101 points below standard
1	Declined -14.5 points	Maintained -0.2 points
	170	26

2019 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	Less than 11 Students - Data Not Displayed for Privacy	53.9 points above standard	55.9 points above standard
3	1	Increased Significantly ++23.9 points	11
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
37.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.2 points	3	1	8
188			

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74 points below standard	5.7 points above standard	24.7 points below standard
Declined -7.2 points	Declined -4.8 points	Declined Significantly -20.7 points
59	69	90

Conclusions based on this data:

1. Targeted supports need to be focused to help support our English Learners, who are scoring far below standard.
2. Students with disabilities are farthest below standard.
3. All students school wide,, decreased 12.3 points, falling to the Yellow Band on the California Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.3 making progress towards English language proficiency
Number of EL Students: 106
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.5	30.1	0.9	44.3

Conclusions based on this data:

1. More EL students progressed with 47 than decreased with 26.
2. Linda Vista has 106 EL students.
3. More work needs to be done to help support English Learners, in and out of the classroom.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. There wasn't any data for the College and Career Equity Report for Linda Vista.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
12.2	13.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.8	Declined -1.1	5
541	216	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	13.2	29.9
2	Declined -1.5	Increased +5.9
	402	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.6	3.8
4	1	Increased +1	Declined -3.8
		36	26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
13.3	9.1	Less than 11 Students - Data Not Displayed for Privacy	8.7
Declined -2.3	Increased +1.4	4	Increased +0.7
436	11		23

Conclusions based on this data:

1. Students with Disabilities increased 5.9%, but is still in the Red.
2. All other subgroups besides students with disabilities decreased, which is a positive thing.
3. Overall Linda Vista is in the Red domain for Chronic Absenteeism, 12.2% of students are considered Chronically Absent. School Wide Engagement Incentives and Attendance Information for parents should be a priority to improve in this domain.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No information was provided for this criteria for 2018-19.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
0.9	0.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Increased +0.4	5
560	223	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0.5	0
4	Declined -0.5	Maintained 0
	417	71

2019 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 5	Less than 11 Students - Data 1	0 Maintained 0 37	0 Maintained 0 26
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
0.9 Maintained +0.2 451	0 Maintained 0 11	Less than 11 Students - Data 4	4 Declined -3.4 25

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0.9

Conclusions based on this data:

1. English Learner students had the highest suspension rate of 0.5%
2. Suspension rate stayed the same from 2018-2019 0.9%
3. Overall Linda Vista had a 0.9% rate which is at the Green band, one band below the highest possible Blue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

Stengthen students' literacy skills by targeting the development of reading across all grades.

Identified Need

There's a need for additional teacher development on effective instructinoal practices around reading. Additional professional development needs to be done around small group instruction "best practices." There's a need for extended day Kindergarten, Kindergarten students require additional foundational support around literacy to be prepared to read.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC reading claim	35% of students are Below Standard	25% of students are Below Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Transitional Kindergarten and Kindergarten students

Strategy/Activity

TK and Kindergarten teachers will have a paraeducator in the classroom, to provide additional support with small group instruction and working on specific literacy skills with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36,000	Title I 2000-2999: Classified Personnel Salaries Salaries for Extended Day paraeduators in Kindergarten classes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will implement the standards based pacing guide of the district adopted Benchmark Advance, supplementing with digital technology platforms and software.

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

Amount(s)	Source(s)
4500	Title I 4000-4999: Books And Supplies Various materials, books, digital software, technology equipment
4500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies various materials, books, digital software, technology equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development for teachers around small group instruction in literacy at school and using distance learning platforms.

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

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Extended Duty

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase use of integrated technology, so that sutdents are more engaged in reading (Raz Kids, IXL, Nearpod). Provide appropriate digital platforms by grade levels to support students learning through distance learning.

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

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Teachers will increase the use of integrated instruction through the use of technology in class as well as intervention classes using “IXL”, “Raz-Kids” standards based program in ELA

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide reading intervention to students who are not at grade level through teacher extended time or through a district reading tutoring support program.

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

Amount(s)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Contract for program
0	
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	
0	
0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Linda Vista Elementary School will utilize local assessments provided by the district which are aligned with the Common Core State Standards. The school will also use teacher created assessments to monitor student growth in Language Arts and Mathematics.

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

A difference from intended implementation and the budgeted expenditures to implement strategic activities is that there was a lot more funding needed for professinal development.

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.

Changes may be made depending if there's distance learning in the fall. Strategies will have to be analyzed to focus more resources supporting the digital distance learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

20% of our English Language Learners will be reclassified during the 2019-2020 school year. Teachers wil monitor the progress of English Language Learners during staff and grade level meetings.

Identified Need

Only 8.5% of students were reclassified in the 18-19 school year. More work needs to be done to norm best practices to support in the areas of Writing and Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified each year.	The reclassification rate was approximately 10% last year	The reclassification rate will be at least 20% this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Paraprofessional Teachers will be provided to support extended day in Kinder and TK.

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

Amount(s)	Source(s)
25,000	Title I 2000-2999: Classified Personnel Salaries Extended Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Techers will work with English Language Learners in small groups during intervention times throughout the day, to give them extra support in targeted areas in school and through digital platforms.

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

Amount(s)	Source(s)
	None Specified 1000-1999: Certificated Personnel Salaries District funded (through VAPA)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All teachers will receive professional development around English Language Development targeted areas each day to help support English Learners in the classroom and through distance learning.

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

Amount(s)	Source(s)
5000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures District Funded (part of curriculum)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Grade Level interventions are offered After School to help support English Learners gain language acquisition.

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

Amount(s)	Source(s)
3008	Title I

	1000-1999: Certificated Personnel Salaries Extended Duty

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Linda Vista Elementary School will utilize local assessments provided by the district which are aligned with the Common Core State Standards. The school will also use teacher created assessments to monitor students' English Language Development.

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

A major difference between the intended implementation and the budgeted expenditures are that some professional developments had to be cancelled due to lack of subs.

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.

Grade level collaboration in the area of English Langjuage Learner supports, will take place during staff meeting for articulation and "normin" around best practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

All students will be educated in a learning environment that is safe and welcoming.

Identified Need

The Dashboard indicates that Students with Disabilities increased 5.9% moving them to the red band, categorinzing Linda Vista as an ATSI school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	Average monthly attendance rate was approximately 14% chronically absent students.	Less than 10% of students will be chronically absent by the end of the year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Community Liaision will work with Principal to do home visits and meet with parents of students who are chronically absent each month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 2000-2999: Classified Personnel Salaries District Funded (no extra cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create school wide Incentives such as Field Days, Assemblies and Incentive rewards to bring down chronic absenteeism among all students, but specially targeting are students with disabilities who are our ATSI chronic absent focus group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	ATSI 5000-5999: Services And Other Operating Expenditures Incentives, Programs,
2000	ATSI 4000-4999: Books And Supplies Incentives, Certificates,

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly meeting with office staff regarding attendance, to ensure that we are monitoring attendance trends and to talk about supports needed, so everyones on the same page.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified 2000-2999: Classified Personnel Salaries District Funded (no extra cost)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Incorporate VAPA programs to integrate the Arts into the curriculum in the are of Art and Drama, to increase engagement for all students.

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

Amount(s)	Source(s)
4400	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Needs Students with Chronic Absenteeism

Strategy/Activity

Create attendance workshops for parents educating them on the importance of having students attend school regularly.

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

Amount(s)	Source(s)
0	None Specified 1000-1999: Certificated Personnel Salaries district funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Student attendance data, student and parent surveys will be used to measure progress towards goal. ATSI monthly meetings will be held with stakeholders to ensure that there's consistency and follow through to improve chronic absenteeism for our students with disabilities.

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

The budgeted expenditures will have to increase because more efforts will be needed to reverse chronic absenteeism at Linda Vista. Especially for our students with disabilities who are in the red for Chronic Absenteeism.

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.

Students with special needs will move out of the red for Chronic Absenteeism and improve to at least one color (orange) on the California Dashboard band seen on section titled Student Performance Data (Chronic Absenteeism).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Inform all stakeholders on district LCAP goals, school priorities and how to better support their students, through various community forums.

Identified Need

Parents need to be aware of how they can use their voice to create positive change within the school. Often parents are not awre of what resources are available to them to better support their child. Parents need more support understanding how to use technology, to better support their children and to navigate distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendancd sheets for Parent Engagement Events.	Parent attenance to school informational events is about 7%	Increase parent attendance to 15% for all informational events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Durign Coffee with the Principal provide educational classes for parents, so that they are informed in all of aspects of navigating the Educational system.

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries District Funded (no additional cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide meaningful presenters and educators to speak with parents based on information concluded from Parent Surveys. Include classes to help support parents with distance learning.

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

Amount(s)	Source(s)
1000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Parents

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Promotinoal materials such as flyers, brouchures and Parent Square will be utilized to encourage parents to learn more about our parent programs offered.

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

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Quarterlhy recognition of parents with awards and incentives to recognize the parents who are supporting the school.

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

Amount(s)	Source(s)

500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Materials and Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Parent attendance to school events, student and parent surveys and student attendance data will be used to measure the progress towards this goal.

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

There were no major differences.

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

The annual outcomes is that parent attendanced is increased to at least 15% for all events, which could be found under Annual Measureable Outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$98,550.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$101,908.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$81,508.00

Subtotal of additional federal funds included for this school: $81,508.00

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

State or Local Programs	Allocation ($)
	$0.00
ATSI	$5,000.00
LCFF Supplemental/Concentration	$15,400.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $20,400.00

Total of federal, state, and/or local funds for this school: $101,908.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	81508	0.00
LCFF Supplemental/Concentration	15400	0.00
ATSI	5,000	0.00

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

0 Secondary Students

Name of Members	Role
Rigoberto Gomez	Principal
Kristina Chavez	Classroom Teacher
Shedra Lynn White	Classroom Teacher
Hushi Natividad	Classroom Teacher
Kathy Nino	Other School Staff
Silvia Nolasco	Parent or Community Member
Donald Goldsby	Parent or Community Member
Jamil Carter	Parent or Community Member
Jesse Alcaraz	Parent or Community Member
Manuel Santana	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental 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 05/21/2020.

Attested:

	Principal, Rigoberto Gomez on 05/21/2020
	SSC Chairperson, Jamil Carter on 05/21/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019