



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
Wilson C. Riles Middle School	34739730108621	September 4, 2019	September 11, 2019

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
Comprehensive 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 and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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).

During the 2018-2019 school year, the following surveys were conducted:

Students:

An elective survey for the 19-20 school year was conducted with current 7th graders. The survey listed options for elective courses that students would like to take the following year. The survey results were used by administration and teaching staff to select a broad list of elective offerings for the 2019-2020 school year.

Wilson C. Riles is a PBIS (Positive Behavioral Interventions and Supports) school that utilizes tiered strategies of support for student behavior and expectations. Students were given a PBIS Student Feedback survey to guide the PBIS Tier I team in its school-wide implementation of the program. Students were asked to rate questions on a 5 point scale from strongly disagree to strongly agree. Students were asked 13 questions about behavior expectations on campus. The PBIS Tier I team analyzed the data and used results to plan school-wide interventions and adjust expectations and policies.

The California Healthy Kids Survey was given to 7th grade students in the spring semester of the 2017-2018 school year. 81% of students took the survey. School administration analyzed the following survey results to adjust school policies and purchase and implement the Second Step Social Emotional program for the 2018-2019 school year:

81% of the students reported lower than Strongly Agree for school connectedness

24% of students responded Very True for having caring adult relationships

12% of students responded Very true for meaningful participation

49% of students reported being harassed or bullied in the past 12 months

22% of students reported being in a physical fight in the past 12 months

Staff:

In the spring of 2018-2019, staff members were given a survey regarding their feelings on a number of school policies. These results were analyzed by administration. A majority of staff members were satisfied with current policies.

Classroom Observations

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

Administration conducts formal and informal observations throughout the year. Classroom learning walks are conducted monthly with the district's coordinator of curriculum. Administration visits classrooms weekly. The site MTSS team conducts focused classroom observations three times a year. The results of such observations indicate that teachers need continued support and professional development around Universal Design for Learning. During the 2019/2020 school year, 15 certificated staff members were evaluated using the district wide High Quality First Instruction lesson evaluation form. The Principal conducted 10 evaluations with the Assistant Principal conducting 5. In the 2019/2020 school year, consistent classroom walkthroughs will be conducted by the Principal, Assistant Principal and 3 Academic Coordinators. A classroom observation form focusing on the implementation of UDL and AVID strategies in lessons will provide feedback for teachers in these areas. Also, Special Education walkthroughs will be scheduled monthly with a district Program Specialist and the Academic Coordinator for Special Education.

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)

Teachers have access to and use the English Language Proficiency Assessment for California (ELPAC), CAASPP scores, Reading Inventory results, student progress and quarter grades, universal screeners, and department assessments to review student performance.

Students who scored 3-5 levels below their current grade level were given a screener for the Corrective Reading intervention class. Students who performed below grade level in mathematics were given the Mathematics Diagnostic Testing Project assessment to determine placement in a math intervention class. English Learner students who did not meet criteria, including performing below standard on the ELPAC, were placed in a designated EL class to support language development. Teachers are trained in illuminate and design and analyze common formative assessment data in collaborative teams. Based on this and other local data (student attendance, behavior) teachers, administrators and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings, staff meetings, and student action committee meetings.

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

Riles, as well as the District, is committed to the state's MTSS (Multi-Tiered System of Support) model and is defined as, "MTSS is an integrated framework that focuses on CCSS (Common Core State Standards), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success." Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. As we annually review our achievement data, we are committed to improve and adjust our RTI (Response to Intervention) model. We assess all students using universal screeners to determine the targeted intervention. Common formative and summative assessments, aligned with state standards are in used in core subject areas. Time has been allocated for teachers to meet after each assessment is administered to analyze the results and make decisions about interventions and future instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wilson C. Riles meet the credential requirements in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD personnel to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

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

All Wilson C. Riles Middle School teachers are credentialed and receive ongoing professional development on instructional materials. There are opportunities for teachers to assist in developing district goals and guidelines through participation on district committees and for new teachers to become familiar with curriculum and instructional materials through curriculum based workshops. Our school enjoys a widespread base of materials and resources. Teachers are able to collaborate within grade level and subject level teams bi-monthly during designated time periods on Mondays. In accordance with the state textbook adoption timeline, our social studies teachers will be trained in the new school board adopted curriculum.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. During the 2019-2020 school year, collaboration time will be utilized for the continued development of job-alike collaborative groups charged with the task of refining alignment of curriculum, assessments and policies. Instructional walkthroughs (both administrative and academic coordinators) will increase in frequency in the 19-20 school year. These walkthroughs are designed so that teachers and administrators at Riles can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning. These walkthrough feedback forms will focus on the implementation of UDL and AVID strategies in lesson plans.

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

At this time, new teachers are supported through the District's Teacher Induction program. The Induction Coordinator for the District is also a teacher at our site. Our Academic Coordinator collaborates with the district Curriculum Director to provide support with adopted curriculum, to decide on purchasing new intervention curriculum and to implement ongoing professional development. For the 2019-2020 school year, 2 additional Academic Coordinators have been hired. One will be tasked to support our mathematics and science departments with the other supporting our English language arts and social studies departments.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. This time is utilized for analyzing common formative assessments as well as pacing and professional development.

Teaching and Learning

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

Riles students are provided with state adopted curriculum which is aligned to content standards. Teacher collaborate with their subject department to review state standards.

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

Adherence to recommended instructional minutes has been established. Our master schedule determines set minutes.

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

Lesson pacing guides and practices have been discussed during the Academic Leadership team meeting, as well as during department collaboration times. Intervention courses are offered on the master schedule and are accessible to all qualifying students. For the 2019-2020 school year, 4 sections of math intervention and 5 sections of academic intervention using the Corrective Reading curriculum have been added to the master schedule.

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

State adopted standards-based instructional materials are available for all Wilson C. Riles Middle School students. English Learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum. In addition to working with newcomers, the ELD instructional assistant teaches vocabulary development and language acquisition. Instructional Specialists provide push-in support in Social Studies and science classes for all students with IEPs. Students with IEPs receive support in mathematics and English through a special education mathematics or English class or through an additional elective that supports them in their general education core classes. Students are recommended to receive additional instruction during Homeroom based on universal screeners and assessment scores. Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer supplemental tutoring to foster youth. GATE funds are used to offer students in our GATE Academy extension and enrichment activities and field trips. The GATE site coordinator and technology personnel in order to involve students in video technology. Through SECC, we received a grant to help us purchase the equipment for a studio to increase student media production in public schools and to increase participation in SEVA (Student Educational Video Awards). The studio is utilized in 2 sections of Introduction to Broadcasting for the 2019-2020 school year.

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

State adopted standards-based instructional materials are available for all students. English learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum.

Opportunity and Equal Educational Access

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

Students with IEPs have goals which are monitored by both a classroom teacher and a Special Education teacher. Curriculum is modified and differentiated based on students' progress and goals. For the 2019-2020 school year, students with IEP goals in mathematics and English will receive services and work on goals during an Academic Lab elective period with a special education teacher. The Freckle online intervention curriculum will be offered to all of our students receiving academic intervention, including Special Education students.

Evidence-based educational practices to raise student achievement

All curriculum and materials are standards-based and are research-based. High Quality Instruction, Universal Design for Learning, AVID and other research-based instructional strategies are implemented in all classrooms.

Parental Engagement

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

The District Family Resource Center serves students at Riles. Translators are available in the district to bridge the language barrier with non-English speaking parents. Riles houses a community food closet for identified families. Guidance Team meetings are held weekly to address students with academic, social and/or emotional needs which impede their learning. Riles maintains a website that is updated daily with community and school information. The Principal sends home a weekly community email to all families that includes important event dates, school information and PTA announcements. The school sponsors a Twitter page to advertise events and keep parents informed of campus life. During the 2018-2019 school year, Wilson C. Riles hosted and funded two separated "Parenting with Love and Logic" courses. These were offered to all parents in the district. Parents attended six different two hour sessions.

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)

Through School Site Council and English Language Advisory Committee, parents, teachers and staff participate in planning, implementing and evaluating school programs. The School Site Council meets quarterly. In the 2019-2020 school year, the school will implement a Site Leadership Team (SLT), which will make decisions based on input from the community and 4 sub committees. Those committees are the AVID Site Team, Academic Team, Behavioral / Social Emotional Team and PLC teams.

Funding

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

We provide a reading intervention program for students identified with reading needs. We offer before and after school Husky Help sessions for students to receive pre and reteaching. Our Academic Coordinator works with individual and small groups of students on identified academic needs. Students have access to supplementary materials such as Freckle, Reading Inventory, Gizmos, and Ipass.

Fiscal support (EPC)

Monies are aligned with goals outlined in the SPSA and are monitored and discussed in School Site Council.

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

Through the School Site Council parents, teachers, students and staff participate in planning, implementing and evaluating school programs. The SSC meets quarterly. During the 2018-2019 school year a block schedule information evening was held to present parents with information on changes to the 19-20 schedule and to solicit feedback from the community.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.9%	1.1%	0.62%	6	7	4
African American	12.0%	11.7%	10.84%	79	75	70
Asian	7.9%	8.8%	7.89%	52	56	51
Filipino	3.2%	3.1%	3.10%	21	20	20
Hispanic/Latino	22.6%	24.6%	25.70%	149	157	166
Pacific Islander	1.8%	0.6%	0.93%	12	4	6
White	47.0%	46.3%	44.74%	310	296	289
Multiple/No Response	4.4%	0.2%	0.15%	29	1	1
Total Enrollment				660	639	646

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		4	
Grade 7	337	332	336
Grade 8	323	303	310
Total Enrollment	660	639	646

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	62	81	49	9.4%	12.7%	7.6%
Fluent English Proficient (FEP)	145	144	155	22.0%	22.5%	24.0%
Reclassified Fluent English Proficient (RFEP)	16	19	15	24.6%	30.6%	18.5%

Conclusions based on this data:

1. The number of EL students has declined over the three year period.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	345	334	321	335	328	316	335	328	315	97.1	98.2	98.4
Grade 8	322	302	306	314	295	298	313	295	298	97.5	97.7	97.4
All Grades	667	636	627	649	623	614	648	623	613	97.3	98	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2520.	2535.	2529.	7	9.45	9.21	33	36.28	33.02	25	28.35	30.16	35	25.91	27.62
Grade 8	2559.	2555.	2546.	11	10.85	10.74	39	40.00	32.89	30	26.78	28.19	20	22.37	28.19
All Grades	N/A	N/A	N/A	9	10.11	9.95	36	38.04	32.95	27	27.61	29.20	28	24.24	27.90

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	15	19.33	17.52	46	49.08	47.13	39	31.60	35.35	
Grade 8	19	21.36	17.45	54	50.85	48.32	27	27.80	34.23	
All Grades	17	20.29	17.48	50	49.92	47.71	33	29.79	34.80	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	18	23.01	19.81	50	47.85	54.95	31	29.14	25.24
Grade 8	21	17.29	15.10	57	59.32	55.70	23	23.39	29.19
All Grades	19	20.29	17.51	53	53.30	55.32	27	26.41	27.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	12	11.66	10.83	64	65.34	64.65	23	23.01	24.52
Grade 8	14	13.22	14.09	72	64.41	65.77	14	22.37	20.13
All Grades	13	12.40	12.42	68	64.90	65.20	19	22.71	22.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	22.70	22.61	53	52.45	51.59	30	24.85	25.80
Grade 8	19	24.07	23.83	62	52.88	47.65	19	23.05	28.52
All Grades	18	23.35	23.20	57	52.66	49.67	25	23.99	27.12

Conclusions based on this data:

1. Students performing below standard in English in 17-18 was 56%, 1 percentage points higher than 16-17. The implementation of Corrective Reading to students performing below grade level in reading will aim to decrease the percentage of students performing below 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	345	334	321	334	326	311	333	326	310	96.8	97.6	96.9
Grade 8	322	303	306	313	294	295	313	294	295	97.2	97	96.4
All Grades	667	637	627	647	620	606	646	620	605	97	97.3	96.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2514.	2528.	2524.	9	12.27	16.13	26	28.22	21.61	30	28.22	27.74	35	31.29	34.52
Grade 8	2564.	2555.	2542.	20	20.75	16.95	27	26.53	20.68	23	21.43	27.80	29	31.29	34.58
All Grades	N/A	N/A	N/A	15	16.29	16.53	26	27.42	21.16	27	25.00	27.77	32	31.29	34.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	25.15	23.23	34	31.29	32.26	47	43.56	44.52
Grade 8	34	32.31	24.75	30	35.37	38.64	36	32.31	36.61
All Grades	26	28.55	23.97	32	33.23	35.37	41	38.23	40.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	15.95	21.61	41	54.60	44.52	41	29.45	33.87
Grade 8	19	21.43	14.92	55	44.90	53.56	26	33.67	31.53
All Grades	18	18.55	18.35	48	50.00	48.93	34	31.45	32.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	17.18	18.71	54	57.06	59.03	30	25.77	22.26
Grade 8	24	25.17	21.69	58	47.96	47.46	18	26.87	30.85
All Grades	20	20.97	20.17	56	52.74	53.39	24	26.29	26.45

Conclusions based on this data:

1. Overall students not meeting standard in Math was 61% in 17-18. This was 5.5 percentage points higher than 16-17 and 2.5 percentage points higher than 15-16. The addition of two math intervention electives will aim to support students in their core mathematics class.
2. Our students performed better in Communicating Reasoning than Problem Solving and Modeling and Concepts and Procedures. In 17-18, 40% of our students performed below standard in Concepts and Procedures. Mathematics PLC teams will look at this data and identify sections of the CPM curriculum to focus on improving student scores in this area.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1491.5	1489.0	1493.5	25
Grade 8	1507.8	1498.0	1517.4	19
All Grades				44

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	25
Grade 8	*	*	*	*	*	*	*	*	19
All Grades	13	29.55	16	36.36	*	*	*	*	44

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	12	48.00	*	*			*	*	25
Grade 8	*	*	*	*	*	*	*	*	19
All Grades	22	50.00	12	27.27	*	*	*	*	44

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	25
Grade 8	*	*	*	*	*	*	*	*	19
All Grades	*	*	12	27.27	*	*	14	31.82	44

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	12	48.00	*	*	25
Grade 8	*	*	*	*	*	*	19
All Grades	14	31.82	22	50.00	*	*	44

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	16	64.00	*	*	*	*	25
Grade 8	12	63.16	*	*	*	*	19
All Grades	28	63.64	*	*	*	*	44

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	14	56.00	25
Grade 8	*	*	*	*	12	63.16	19
All Grades	*	*	*	*	26	59.09	44

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	15	60.00	*	*	25
Grade 8	*	*	*	*	*	*	19
All Grades	11	25.00	25	56.82	*	*	44

Conclusions based on this data:

1. Students excelled in the speaking domain but struggled in the reading and writing domains. The EL designated elective classes will focus on reading and writing and EL students will be screened for entry into Corrective Reading electives.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
646	69.3%	7.6%	0.5%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	7.6%
Foster Youth	3	0.5%
Homeless	41	6.3%
Socioeconomically Disadvantaged	448	69.3%
Students with Disabilities	119	18.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	10.8%
American Indian	4	0.6%
Asian	51	7.9%
Filipino	20	3.1%
Hispanic	166	25.7%
Two or More Races	39	6.0%
Pacific Islander	6	0.9%
White	289	44.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic Performance in Mathematics and English are in the Orange category. Comprehensive Schools Improvement Funds have been utilized to fund 2 Academic Coordinator Positions that will aim to improve teaching and learning in mathematics and English Language Arts.
2. Restorative Practices and SEL programs have been implemented school-wide to address the suspension rate and to create a safe school climate.
3. CSI funded Academic Coordinators are tasked with early intervention for Chronic Absentee students.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 18.4 points below standard Declined -7.3 points 583 students	<p>English Learners</p>  Yellow 30.7 points below standard Increased 10 points 143 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  Orange 54.1 points below standard Declined -27 points 46 students	<p>Socioeconomically Disadvantaged</p>  Orange 33.4 points below standard Declined -9.4 points 391 students	<p>Students with Disabilities</p>  Red 109.6 points below standard Declined -11.3 points 101 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 52.6 points below standard Declined -16.5 points 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 28.6 points above standard Increased 9.7 points 51 students	 No Performance Color 26.5 points above standard Declined -3.8 points 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.1 points below standard Declined -11.9 points 149 students	 No Performance Color 30.1 points below standard Declined -20.6 points 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Orange 8.1 points below standard Declined -7.2 points 263 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.9 points below standard Increased 19.3 points 35 students	5 points below standard Maintained -2 points 108 students	23.6 points below standard Declined -12.4 points 388 students

Conclusions based on this data:

1. All of our subgroups with the exception of English Learners, declined in relation to meeting the standard. Targeted academic interventions including Corrective Reading and PLC team analysis of common formative assessment data will aim to improve our subgroup performance in relation to standard in ELA.
2. All of our race/ethnicity subgroups, with the exception of our Asian population, declined in relation to meeting the standard. Targeted academic interventions including Corrective Reading and PLC team analysis of common formative assessment data will aim to improve our subgroup performance in relation to standard in ELA.

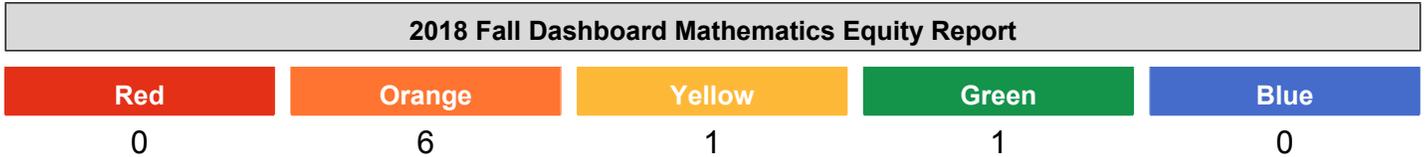
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 38.4 points below standard Declined -7.5 points 576 students	<p>English Learners</p>  Orange 55.8 points below standard Maintained 1.8 points 142 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  Orange 78 points below standard Declined -36.2 points 46 students	<p>Socioeconomically Disadvantaged</p>  Orange 52.8 points below standard Declined -6.9 points 385 students	<p>Students with Disabilities</p>  Orange 144.9 points below standard Increased 4.1 points 100 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 91.7 points below standard Declined -27.8 points 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 6.4 points above standard Maintained -0.4 points 51 students	 No Performance Color 9.5 points above standard Maintained 2 points 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64 points below standard Declined -14.7 points 147 students	 No Performance Color 64.8 points below standard Declined -29.6 points 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 22.2 points below standard Maintained -1.1 points 259 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.3 points below standard Increased 26.5 points 34 students	33.3 points below standard Declined -17 points 108 students	44.4 points below standard Declined -9.3 points 382 students

Conclusions based on this data:

1. Homeless and Socioeconomically disadvantaged students declined in relation to meeting mathematics standards. English Learners and Students with Disabilities maintained or improved their performance. Academic interventions including the math intervention elective, online progress monitoring programs (Ipass and Freckle) and analysis of common formative assessment data by PLC teams will aim to improve subgroup performance in mathematics.
2. Asian, Filipino and White students maintained their performance in relation to meeting mathematics standards. African American, Hispanic and students of two or more races declined. Academic interventions including the math intervention elective, online progress monitoring programs (Ipass and Freckle) and analysis of common formative assessment data by PLC teams will aim to improve subgroup performance in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
44	29.5%	36.4%	13.6%	20.5%

Conclusions based on this data:

1. 66% of our EL students were well or moderately developed on the ELPAC assessment.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

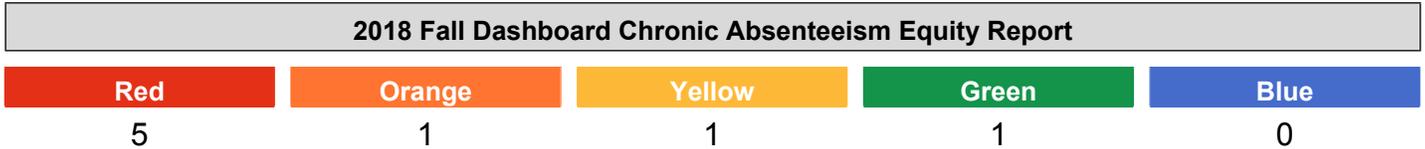
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 18.8% chronically absent Increased 4.9% 681 students	<p>English Learners</p>  Yellow 12.3% chronically absent Declined 1.1% 65 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  Orange 22.4% chronically absent Declined 4.4% 58 students	<p>Socioeconomically Disadvantaged</p>  Red 20.6% chronically absent Increased 4.1% 480 students	<p>Students with Disabilities</p>  Red 21.1% chronically absent Maintained 0.4% 133 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.5% chronically absent Increased 7.9% 79 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 5.8% chronically absent Declined 1.5% 52 students	 No Performance Color 4.8% chronically absent Declined 5.2% 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.7% chronically absent Increased 3.8% 184 students	 No Performance Color 22% chronically absent Increased 10.8% 41 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Red 18.6% chronically absent Increased 4.9% 295 students

Conclusions based on this data:

- Overall there was an increase of 5% of students who were reported as chronically absent. Socioeconomically disadvantaged students showed an increase in chronic absenteeism while ELs, Students with Disabilities and Homeless students maintained or decreased chronic absenteeism. CSI funded Academic Coordinators will be providing early interventions for identified chronically absent students.
- African American, White, two or more races and Hispanic students showed an increase in chronic absenteeism while Asian and Filipino students decreased in chronic absenteeism. CSI funded Academic Coordinators will be providing early interventions for identified chronically absent students.

School and Student Performance Data

Academic Engagement Graduation Rate

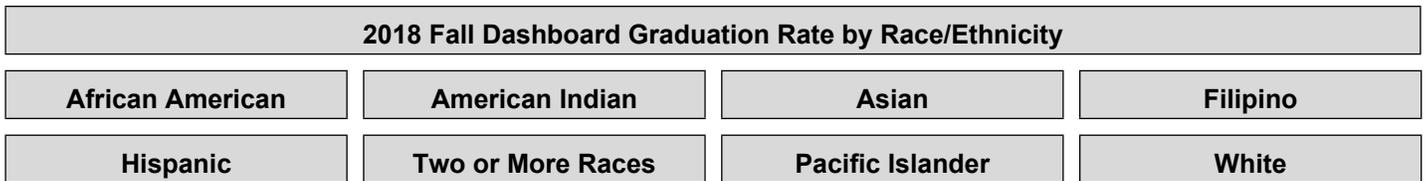
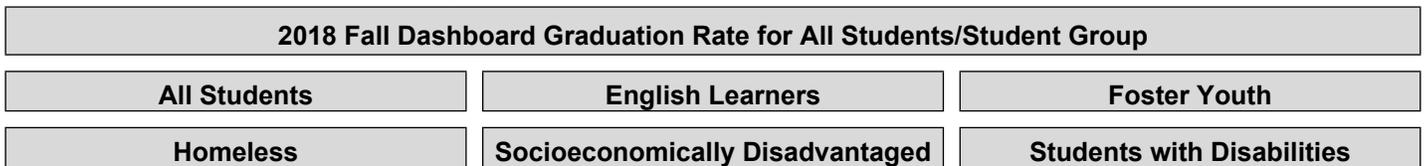
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

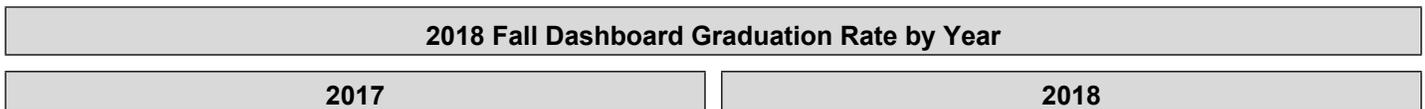
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

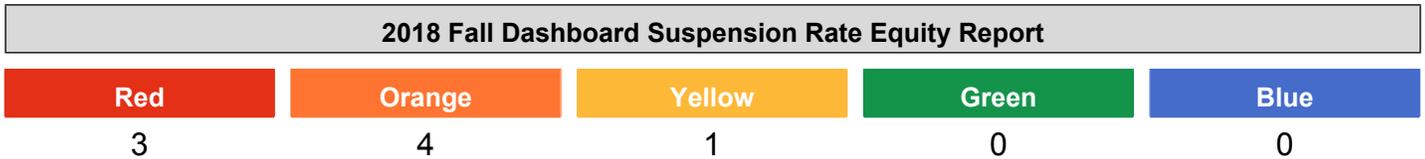
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 11.6% suspended at least once Increased 0.7% 697 students	<p>English Learners</p>  Yellow 6.2% suspended at least once Maintained 0.2% 65 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  Red 22.6% suspended at least once Increased 7.6% 62 students	<p>Socioeconomically Disadvantaged</p>  Red 13.4% suspended at least once Increased 1.3% 493 students	<p>Students with Disabilities</p>  Orange 16.7% suspended at least once Declined -5% 138 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.5% suspended at least once Increased 1.9% 82 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 5.7% suspended at least once Increased 5.7% 53 students	 No Performance Color 9.5% suspended at least once Increased 9.5% 21 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.2% suspended at least once Declined -2.2% 190 students	 No Performance Color 17.1% suspended at least once Declined -0.8% 41 students	 No Performance Color Less than 11 Students - Data 6 students	 Orange 9.3% suspended at least once Maintained 0% 300 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9% suspended at least once	11% suspended at least once	11.6% suspended at least once

Conclusions based on this data:

1. The number of students suspended at least once increased by .7%. Homeless and Socioeconomically Disadvantaged students increased in rate of suspension while Students with Disabilities and EL students declined or maintained. Restorative practices, PBIS implementation and SEL schoolwide programs aim to decrease the number of students suspended.
2. African American, Asian, and Filipino students increased in suspension rate. Hispanic, two or more races and white students decreased or maintained rates of suspension. Restorative practices, PBIS implementation and SEL schoolwide programs aim to decrease the number of students suspended.

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 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS).

GOAL 2: Center JUSD students will be college and career ready through Multi Tiered Systems of Support (MTSS).

Goal 1

The overall percentage of students performing at or above standard on the mathematics CAASPP and local assessments will increase from the 2018-19 school year.

Identified Need

In 2018-2019, the percentage of students performing below standard on the mathematics CAASPP test was 62% for 7th graders and 8th graders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results Data	2018-2019 - 38% of 7th grade students met overall standard, 37% of 8th graders met overall standard	In 2019-2020, 50 % of 7th and 8th graders will meet or exceed the standard on the CAASPP test.
Mathematics Diagnostic Testing Project (MDTP) Data	2018-2019 - 27% of 7th grade students scored basic or higher, 17% of 8th graders scored basic or higher.	In 2019-2020, 40% of 7th and 8th graders will score basic or higher on the MDTP.
Ipass Progress Monitoring		

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

Provide all teachers with time and support for PLC Collaboration. This will include support from Academic Coordinators on designing and analyzing data from common formative assessments and implementation of AVID strategies designed to enhance rigor.

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)
56,633.38	Title I
109,024.08	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Mathematics Intervention Students

Strategy/Activity

Use IPass progress monitoring assessments to track student progress on skills in the mathematics intervention elective courses. Provide rewards for students who achieve proficiency through levels.

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
1000	Title I

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

Send all mathematics teachers to the CPM Teacher Conference in San Francisco, California

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)
4000	General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

Utilize the Freckle Program to support mathematics skills and IEP goals.

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)
5250	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students including AVID Elective Students

Strategy/Activity

Offer additional supports for students after school and during AVID classes.

- AVID tutorial sessions (1 day per week focused solely on mathematics)
- Husky Help before and after 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)
12,500	Title I
6000	Title I

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 1; Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)
 Goal 2; Center JUSD students will be college and career ready through Multi Tiered Systems of Support (MTSS)

Goal 2

The overall percentage of students performing at or above standard on the English Language Arts (ELA) CAASPP and local assessments will increase from the 2018-19 school year.

Identified Need

In 2018-2019, 53% of 7th graders and 52% of 8th graders performed below standards on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP Results in ELA	2018-2019 - 49% of 8th Graders at or above standard, 48% of 7th graders at or above standard	2019-2020- 60% of students in each grade level performing at or above standard on the CAASPP Assessment
Reading Inventory	2018-2019 - 34% of 7th graders Proficient or Advanced, 52% of 8th graders	2019-2020 - 50% of 7th graders and 70% of 8th Graders Proficient or Advanced
Reading Inventory (Corrective Reading)	None	75% of students enrolled in Corrective Reading will show improvement in their Reading Inventory Scores

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

Provide all teachers with time and support for PLC Collaboration. This will include support from Academic Coordinators on designing and analyzing data from common formative assessments and implementation of AVID strategies designed to enhance rigor.

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)
56633.38	Title I
109,024.08	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students including AVID Elective Students

Strategy/Activity

Offer additional supports for students after school and during AVID classes.

- AVID tutorial sessions
- Husky Help before and after 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)
12,500	Title I
6000	Title I

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

Give the Reading Inventory Local Assessment 4 times per year

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)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students Screened into Academic Lab A

Strategy/Activity

Offer 5 sections of Academic Lab A to students this year. Academic Lab A will use the Corrective Reading Curriculum aimed at improving students' decoding and reading comprehension skills.

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)
8544.22	District Funded

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

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)

Goal 3

Wilson C. Riles Middle School will reduce the suspension rate from the 17-18 and 18-19 school years.

Identified Need

The CDE Dashboard identifies suspension rate as an area in need of improvement. Wilson C. Riles is in the orange category with an 11.6% suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard (California Department of Education)	In 2017-18, 11.6% of students were suspended at least once. In 2018-19, approximately 12% of students were suspended at least once.	Reduce the number of suspended students in the 2019-20 school year to 7% or less of the total student population.

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

The following programs will aim to meet Goal #3:

1) School-wide Positive Behavior Interventions and Supports (PBIS) program. Wilson C. Riles Middle School will continue in year 2 of implementation of the tiered PBIS system. Staff members have been trained in implementation by the Placer County Office of Education and will continue year 3 training during the 19-20 school year. PBIS includes data collection and analysis through SWIS (Schoolwide Information System).

2) Restorative Practices - Staff members will continue to be trained by administration on restorative practices including restorative circles, affective statements and questioning. School-wide community circles aimed at building community among our staff and students will take place bi-

monthly in Homeroom classes. Administration will continue to use restorative conferences and restorative questioning when intervening in situations that occur on campus.

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)
600	General Fund
1000	General Fund

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

The following programs will aim to meet Goal #3:

- 1) Second Step SEL program - All students will continue to participate in the Social Emotional Second Step Curriculum during Homeroom classes bi-monthly.
- 2) Safe School Ambassadors - The Safe School Ambassador program will continue in its 4th year at the site. Approximately 40 students will be trained in deescalation strategies. Students will meet in small group families monthly.

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)
1800	District Funded
4050	General Fund
6500	Other

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,559.14

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 (\$)
Comprehensive Support and Improvement (CSI)	\$218,048.16
Title I	\$161,016.76

Subtotal of additional federal funds included for this school: \$379,064.92

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 (\$)
District Funded	\$10,344.22
General Fund	\$9,650.00
Other	\$6,500.00

Subtotal of state or local funds included for this school: \$26,494.22

Total of federal, state, and/or local funds for this school: \$405,559.14

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Chris Borasi	Principal
Allison Kent	Other School Staff
Annelies Verhagen	Classroom Teacher
Julie Andrews	Classroom Teacher
David Williams	Parent or Community Member
Aiden Williams	Secondary Student
Kylie Moore-Purdy	Parent or Community Member
Matthew Moore	Secondary Student

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



Gifted and Talented Education Program 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 9/4/2019.

Attested:



Principal, Chris Borasi on 9/4/19



SSC Chairperson, Kylie Moore-Purdy on 9.4.19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019