

School Year: **2019-20**



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
Sanger Academy Charter School	10-62414-6117873	November 14, 2018	December 11, 2018

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

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.

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).

Our parents complete multiple surveys each year in which to provide feedback to our school and district on ways to enhance and improve the education process for their child. Each Fall, we ask all parents to complete a survey regarding how LCAP funds should be spent within our district and site. This survey inquires as to what parents like and want the district and school to continue and what they would like to see added. In addition, all parents receive a survey in the Spring in which we ask for feedback on the overall school, instructional practices, safety and cleanliness of our campus, as well as food service and transportation. In addition, there is a comment section for commendations and recommendations. The top 3 commendation for Sanger Academy were: Quality of school, Informed of child's progress, and maintaining a safe environment. The top 3 recommendations were: School meeting math needs, addressing harassment and bullying, and meal offerings.

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 and instructional and literacy coaches are in classrooms weekly for informal and formal observations, which include follow-up communication with teachers. Each teacher participates in goal-setting meetings at the beginning of the school year, the progression towards these goals is one of the topic within meetings with teachers. Additionally, each grade level PLC typically discuss these goals and feedback to help build the capacity of the entire team. There are also district observations and walk throughs focused on school and district goals. This feedback is shared with the entire staff.

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)

Sanger Academy was able to analyze the CAASPP and make comparisons with baseline data from the previous year. This comparison data provided opportunities for us to make changes regarding lesson design and instructional planning for the current year. Student results provided insight into modifications needed as well data in which we created our intervention groups. We used the data to create flexible groups which provide interventions and enrichment to support deeper understanding of concepts and standards.

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

All teachers are participants of our weekly Professional Learning Communities (PLC). Data analysis around student assessments is what drives all instructional decisions of that team. This includes addressing the four questions around: what do we want students to learn, how we will measure their learning, what will we do if they didn't master that skill, and what will we do to enrich their understanding if they did master it?

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff participates in district-wide training throughout the year centered around various instructional focuses within their grade level. For example, primary teachers receive multiple days of training around literacy instruction for students. All multiple subject teachers receive training around core instruction focused on the California State Standards, while our single subject teachers received specific training around their subject competency. Additionally, site professional development is provided within our minimum day scheduled around topics such as: English Learners - designated ELD and integrated, technology training, and additional literacy training. Teachers were also offered three days of on site professional development which included instructional rounds, DIS training, and other instructional support requested by the grade levels.

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

All staff uses State Board of Education adopted material for all core subjects. In addition, teachers participate in professional development around the new state content standards and create units to best meet our students academic needs.

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

Staff participates in district and site professional development around content standards as well as instructional practices to support student's academic achievement. The student achievement is measured by multiple measures across all content areas.

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

Sanger Unified has contracted with many educational professionals to support all teachers through professional development. Additionally, teachers are supported on site by our two instructional support providers as well as our Early Literacy Specialist.

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

All teachers are provided multiple opportunities each week to collaborate in their PLC meetings within each grade level as well as subject areas.

Teaching and Learning

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

Each grade level meets weekly to discuss core content units, ensuring lessons are aligned to standards and meeting academic needs of students. These discussions include core tier 1 instruction as well as reteach/enrichment lessons to ensure students have access to instructional needs.

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

Each grade level submits an instructional schedule which is aligned to all required instructional minutes as outlined by CDE. These schedules are then embedded in the school's master schedule.

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

Each grade level creates a scope and sequence at the beginning of each school year. This schedule is reviewed each week to ensure pacing is adjusted according to students academic needs. Daily intervention blocks are built into the school's master schedule.

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

Standards based instructional materials are provided to all teachers and available to each student in all curriculum areas.

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

Each classroom has materials to use with core and intervention which are approved by the State Board of Education.

Opportunity and Equal Educational Access

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

Sanger Academy provides instruction and needed services to all under-performing students to meet the standards. The school's master schedule provides protected times to ensure all services are provided.

Evidence-based educational practices to raise student achievement

All teachers are trained and provide instruction with the use of researched-based educational practices meant to support all academic needs of students.

Parental Engagement

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

Sanger Academy works together to ensure all students, parents, and community has access to resources to meet the needs of under-achieving students. Sanger Academy has expanded after-school tutoring and homework support for students through our daily Learning Enrichment Activity Program (LEAP) and morning math homework help/club. Additionally, parent workshops are provided to assist on various topics throughout the school year.

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)

Sanger Academy has a charter advisory committee which meets to plan, implement, and evaluate all programs.

Funding

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

Sanger Academy does not receive categorical funds. However, Sanger Academy uses LCAP funds to provide direct services to students who are under-performing. We have Intervention teachers and Instructional support providers to provide direct services.

Fiscal support (EPC)

The school/district's general and LCAP funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in ELA/ELD, mathematics and the Single Plan for Student Achievement.

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

Sanger Academy is blessed to have a very involved group of parents who provide support and guidance for the direction of the school. As a part of our preparation for our SPSA, we have worked with many stakeholder groups on campus and attempted to engage with all stakeholders (parents, students, staff.) First, we met with our CPAC (School Site Council) who have provided feedback and direction for how resources should be allocated. We have met with this group of parents, teachers and support staff on a quarterly basis. Second, we have met with our ELAC (English Learner

Advisory Committee) on a quarterly basis as well. Our ELAC parents are extremely involved in the decision making process. At each meeting, our principal presents relevant information and solicits feedback. Furthermore, we have employed the use of survey data from students, staff and parents to help us make more inclusive decisions about how the school will operate and how funds will be allocated. Through our stakeholder engagement, we have added and planned to add many more programs to help provide support to the changing needs of all students on campus.

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	0.0%	0.0%	0%	0	0	0
African American	0.8%	0.5%	0.49%	5	3	3
Asian	4.5%	3.9%	4.87%	27	24	30
Filipino	0.3%	0.3%	0.32%	2	2	2
Hispanic/Latino	86.3%	87.3%	88.15%	518	536	543
Pacific Islander	0.5%	0.5%	0.16%	3	3	1
White	6.8%	6.7%	5.36%	41	41	33
Multiple/No Response	0.5%	0.2%	0%	3	1	0
Total Enrollment				600	614	616

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	75	75	74
Grade 1	75	75	74
Grade 2	73	75	75
Grade3	69	74	75
Grade 4	68	64	70
Grade 5	62	66	64
Grade 6	61	64	64
Grade 7	62	57	64
Grade 8	55	64	56
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	600	614	616

Conclusions based on this data:

1. Sanger Academy is a charter school, so our enrollment stays fairly constant from year to year.

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	129	120	115	21.5%	19.5%	18.7%
Fluent English Proficient (FEP)	117	123	138	19.5%	20.0%	22.4%
Reclassified Fluent English Proficient (RFEP)	8	32	33	6.7%	24.8%	27.5%

Conclusions based on this data:

1. In the past three years, the staff at Sanger Academy has worked tirelessly to reclassify students as fluent in English. Since the state of California has moved from the CELT to the ELPAC exam, we recognized that reclassification would be much more challenging. In the 17/18 school year, teachers and students worked to master the skills necessary to pass the CELDT and meet other district reclassification criteria. Now that students must pass the ELPAC exam, reclassification may be more difficult to attain. We have brought this potential barrier to staff and parents to help design better supports for our English Learners as they now have to pass a more rigorous exam.
2. Secondly, enrollment demographics have changed in the last several years. We have more students coming to our school in Kindergarten who are IFEP (Initially Fluent English Proficient.)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	69	72	75	69	72	74	69	72	74	100	100	98.7
Grade 4	68	64	69	68	64	69	66	64	69	100	100	100
Grade 5	61	66	64	61	66	64	61	66	64	100	100	100
Grade 6	59	64	64	58	64	64	58	64	64	98.3	100	100
Grade 7	62	57	64	62	57	64	62	57	64	100	100	100
Grade 8	53	63	57	53	63	57	53	63	57	100	100	100
All Grades	372	386	393	371	386	392	369	386	392	99.7	100	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2426.	2434.	2452.	17	26.39	33.78	30	20.83	28.38	28	33.33	24.32	25	19.44	13.51
Grade 4	2483.	2495.	2486.	26	34.38	30.43	33	32.81	24.64	21	15.63	26.09	20	17.19	18.84
Grade 5	2581.	2522.	2522.	51	24.24	25.00	44	33.33	32.81	3	27.27	23.44	2	15.15	18.75
Grade 6	2585.	2587.	2556.	34	45.31	21.88	47	31.25	45.31	12	20.31	17.19	7	3.13	15.63
Grade 7	2599.	2565.	2608.	26	21.05	28.13	50	38.60	53.13	16	22.81	17.19	8	17.54	1.56
Grade 8	2595.	2614.	2598.	19	30.16	21.05	42	55.56	40.35	32	7.94	24.56	8	6.35	14.04
All Grades	N/A	N/A	N/A	29	30.31	27.04	41	34.97	36.99	19	21.50	22.19	12	13.21	13.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	18.06	32.43	45	51.39	47.30	28	30.56	20.27
Grade 4	20	26.56	24.64	53	53.13	57.97	27	20.31	17.39
Grade 5	52	21.21	31.25	43	57.58	40.63	5	21.21	28.13
Grade 6	29	35.94	29.69	60	54.69	53.13	10	9.38	17.19
Grade 7	45	24.56	45.31	44	52.63	43.75	11	22.81	10.94
Grade 8	32	31.75	31.58	55	60.32	52.63	13	7.94	15.79
All Grades	34	26.17	32.40	50	54.92	49.23	16	18.91	18.37

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	29.17	29.73	65	52.78	48.65	22	18.06	21.62
Grade 4	32	34.38	33.33	55	51.56	46.38	14	14.06	20.29
Grade 5	57	45.45	35.94	41	45.45	46.88	2	9.09	17.19
Grade 6	53	46.88	26.56	38	45.31	54.69	9	7.81	18.75
Grade 7	35	24.56	46.88	56	63.16	48.44	8	12.28	4.69
Grade 8	26	39.68	36.84	64	53.97	54.39	9	6.35	8.77
All Grades	36	36.79	34.69	53	51.81	49.74	11	11.40	15.56

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	11.11	21.62	70	73.61	67.57	10	15.28	10.81
Grade 4	24	26.56	17.39	67	64.06	72.46	9	9.38	10.14
Grade 5	33	19.70	17.19	64	59.09	60.94	3	21.21	21.88
Grade 6	29	28.13	17.19	67	68.75	75.00	3	3.13	7.81
Grade 7	29	22.81	20.31	65	68.42	70.31	6	8.77	9.38
Grade 8	19	25.40	21.05	66	71.43	70.18	15	3.17	8.77
All Grades	26	22.02	19.13	66	67.62	69.39	8	10.36	11.48

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	33.33	41.89	71	45.83	44.59	16	20.83	13.51
Grade 4	26	39.06	26.09	61	50.00	55.07	14	10.94	18.84
Grade 5	59	31.82	40.63	39	48.48	45.31	2	19.70	14.06
Grade 6	50	62.50	43.75	45	34.38	43.75	5	3.13	12.50
Grade 7	39	31.58	51.56	61	47.37	43.75	0	21.05	4.69
Grade 8	40	42.86	33.33	51	50.79	56.14	9	6.35	10.53
All Grades	37	40.16	39.54	55	46.11	47.96	8	13.73	12.50

Conclusions based on this data:

1. We had pockets of growth and areas to target. In literacy, the data showed that we scored highest in reading and listening. An area of opportunity for growth is in writing and research/inquiry. We will look toward aligning the writing from 8th grade to kinder this year to build upon the foundations built in the early grade levels.
2. Sanger Academy will continue its focus on early literacy and ensuring instruction is centered around a balanced literacy block with reading, comprehension, and writing.
3. Students will be provided continual opportunities to listen, speak, read, and write with daily content instruction across all curricular area. We will also continue building upon our student collaborative discussions using academic discourse.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	69	72	75	69	72	74	69	72	74	100	100	98.7
Grade 4	68	64	69	68	64	69	68	64	69	100	100	100
Grade 5	61	66	64	61	66	64	61	66	64	100	100	100
Grade 6	59	64	64	58	64	64	58	64	64	98.3	100	100
Grade 7	62	57	64	62	57	64	62	57	64	100	100	100
Grade 8	53	63	57	53	63	57	53	63	57	100	100	100
All Grades	372	386	393	371	386	392	371	386	392	99.7	100	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2438.	2444.	2461.	13	19.44	32.43	41	34.72	28.38	26	36.11	24.32	20	9.72	14.86
Grade 4	2499.	2507.	2499.	35	29.69	24.64	21	32.81	33.33	28	28.13	33.33	16	9.38	8.70
Grade 5	2562.	2515.	2510.	44	22.73	23.44	33	22.73	18.75	18	34.85	32.81	5	19.70	25.00
Grade 6	2557.	2579.	2552.	28	35.94	28.13	26	32.81	25.00	33	25.00	26.56	14	6.25	20.31
Grade 7	2558.	2537.	2587.	16	19.30	35.94	29	22.81	26.56	40	29.82	25.00	15	28.07	12.50
Grade 8	2549.	2585.	2564.	15	20.63	24.56	21	25.40	17.54	26	33.33	28.07	38	20.63	29.82
All Grades	N/A	N/A	N/A	25	24.61	28.32	29	28.76	25.26	29	31.35	28.32	18	15.28	18.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	29.17	44.59	51	55.56	33.78	26	15.28	21.62
Grade 4	40	45.31	36.23	34	34.38	42.03	26	20.31	21.74
Grade 5	49	30.30	29.69	39	39.39	31.25	11	30.30	39.06
Grade 6	36	45.31	37.50	36	40.63	29.69	28	14.06	32.81
Grade 7	26	28.07	46.88	50	26.32	28.13	24	45.61	25.00
Grade 8	28	26.98	28.07	32	42.86	33.33	40	30.16	38.60
All Grades	34	34.20	37.50	41	40.41	33.16	26	25.39	29.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	25.00	32.43	51	54.17	51.35	23	20.83	16.22
Grade 4	21	29.69	30.43	62	46.88	50.72	18	23.44	18.84
Grade 5	46	22.73	12.50	44	43.94	54.69	10	33.33	32.81
Grade 6	24	35.94	32.81	53	48.44	35.94	22	15.63	31.25
Grade 7	21	22.81	37.50	56	42.11	53.13	23	35.09	9.38
Grade 8	23	28.57	24.56	47	50.79	49.12	30	20.63	26.32
All Grades	27	27.46	28.57	53	47.93	49.23	21	24.61	22.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	30.56	39.19	54	54.17	45.95	14	15.28	14.86
Grade 4	41	32.81	34.78	41	50.00	50.72	18	17.19	14.49
Grade 5	43	28.79	17.19	52	39.39	54.69	5	31.82	28.13
Grade 6	26	34.38	31.25	57	57.81	53.13	17	7.81	15.63
Grade 7	21	28.07	35.94	63	50.88	53.13	16	21.05	10.94
Grade 8	11	25.40	24.56	60	61.90	54.39	28	12.70	21.05
All Grades	30	30.05	30.87	54	52.33	51.79	16	17.62	17.35

Conclusions based on this data:

1. We found a drop in our scale score in 5th and 7th grade. We are implementing a co-teaching model for both of these grade levels to improve our tier 1 intervention within the classroom.
2. School-wide we found an increase in Concepts-Procedures, and a decrease in Problem Solving and Communicating Reasoning. We will concentrate on using complex tasks aligned to the common core problems students are seeing on the CAASPP. We will use Illustrative tasks, Math Talks and begin Vertical Articulation teams to help align concepts throughout grade levels. Students will also work within groups to present and will critique the reasoning of others. This will build their math stamina and problem solving, critical thinking and communication skills,
3. We will utilize IABs this year in each grade level to give our students practice that looks similar to the CAASPP problems. This should give us a strong indicator for how students will perform on the ICA and CAASPP exam in the spring.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1441.9	1439.2	1448.1	31
Grade 1	1476.5	1469.6	1482.9	17
Grade 2	*	*	*	*
Grade 3	1507.2	1517.1	1497.0	21
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 8	*	*	*	*
All Grades				93

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	48.39	*	*	*	*	*	*	31
Grade 1	*	*	*	*	*	*			17
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3	*	*	14	66.67	*	*			21
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*					*
Grade 6	*	*	*	*	*	*			*
Grade 8	*	*							*
All Grades	35	37.63	37	39.78	18	19.35	*	*	93

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	45.16	*	*	*	*	*	*	31
Grade 1	13	76.47	*	*	*	*	*	*	17
Grade 2	*	*	*	*			*	*	*
Grade 3	11	52.38	*	*	*	*			21
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					*
Grade 8	*	*							*
All Grades	53	56.99	29	31.18	*	*	*	*	93

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	45.16	*	*	*	*	*	*	31
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	21
Grade 4			*	*	*	*	*	*	*
Grade 5					*	*			*
Grade 6					*	*	*	*	*
Grade 8			*	*					*
All Grades	27	29.03	19	20.43	35	37.63	12	12.90	93

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	61.29	*	*	*	*	31
Grade 1	12	70.59	*	*	*	*	17
Grade 2	*	*	*	*			*
Grade 3	*	*	12	57.14			21
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 8	*	*					*
All Grades	53	56.99	36	38.71	*	*	93

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	54.84	*	*	31
Grade 1	11	64.71	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*
Grade 3	16	76.19	*	*			21
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*					*
Grade 8	*	*					*
All Grades	55	59.14	32	34.41	*	*	93

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	35.48	18	58.06	*	*	31
Grade 1	12	70.59	*	*	*	*	17
Grade 2	*	*	*	*			*
Grade 3			13	61.90	*	*	21
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
Grade 6					*	*	*
Grade 8			*	*			*
All Grades	28	30.11	45	48.39	20	21.51	93

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	58.06	12	38.71	*	*	31
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	17	80.95	*	*	21
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
Grade 8			*	*			*
All Grades	30	32.26	58	62.37	*	*	93

Conclusions based on this data:

1. Based upon the data we have received from the ELPAC exam, many of our students struggled in both the written and oral language. This test was brand new to our students and the length and complexity of the tasks on the exam proved to be challenging for many students across grade levels. In 2018-2019 we will focus more attention on teaching students how to be more successful on these challenging tasks with our ELPAC Expedition Designated ELD program.

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
616	69.8%	18.7%	
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	115	18.7%
Socioeconomically Disadvantaged	430	69.8%
Students with Disabilities	23	3.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
Asian	30	4.9%
Filipino	2	0.3%
Hispanic	543	88.1%
Two or More Races	4	0.6%
Pacific Islander	1	0.2%
White	33	5.4%






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  Green	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Suspension rates at Sanger Academy have been very low. As a team, we have worked to use alternative methods to reinforce positive behavior through our PBIS system and have used restorative justice to help students rectify problem behaviors.
2. English Learner Progress continues to grow. We will continue to build upon our foundation of integrated and designated ELD with an emphasis in all four domains (listening, speaking, reading and writing) and will continue using ILPs to monitor progress.
3. In ELA and Math, we will continue to build writing in all content areas and in all grade levels to insure that students have the capabilities to develop their cognitive understanding of language and mathematical concepts. In ELA, our English Learners require more support in all grade levels.

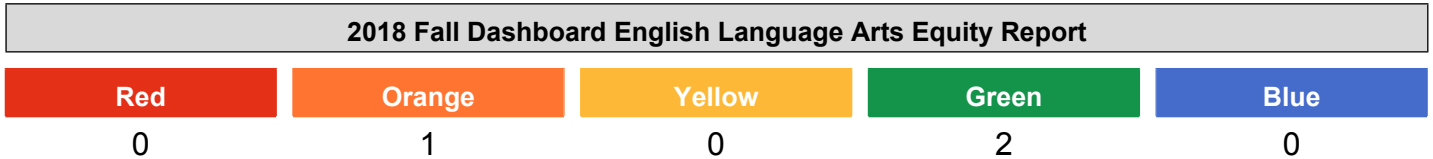
School and Student Performance Data

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>  Green 28.6 points above standard Maintained 1.5 points 387 students	<p>English Learners</p>  Orange 13.9 points below standard Maintained -1.7 points 114 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 17.1 points above standard Increased 4.5 points 274 students	<p>Students with Disabilities</p>  No Performance Color 58.9 points below standard Increased 34.4 points 22 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 82.5 points above standard Declined -12.8 points 23 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.9 points above standard Increased 3.1 points 343 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 69.3 points above standard Declined -3.3 points 18 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
49.7 points below standard Increased 14.1 points 35 students	2 points above standard Declined -4.6 points 79 students	38.3 points above standard Maintained 0.7 points 217 students

Conclusions based on this data:

1. Based on the data, we will continue to support our teachers in effective instructional practices. We will continue to support students with disabilities and low socio-economic and monitor English Learners' growth.
2. Our school is working to build clarity and coherence within grade levels through vertical articulation teams, including K-2.

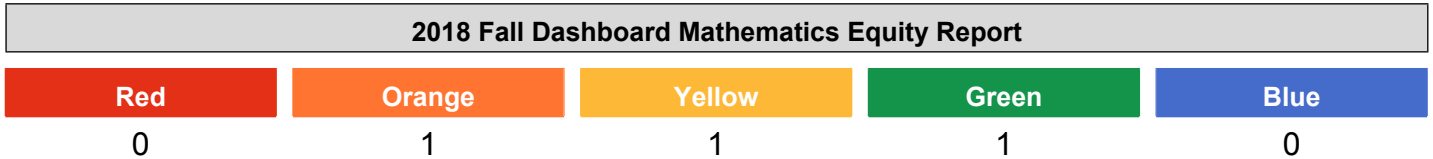
School and Student Performance Data

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>  <p>Green</p> <p>5.9 points above standard</p> <p>Maintained 2.1 points</p> <p>387 students</p>	<p>English Learners</p>  <p>Orange</p> <p>28.5 points below standard</p> <p>Declined -8.2 points</p> <p>114 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>7 points below standard</p> <p>Maintained 2.6 points</p> <p>274 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>107.5 points below standard</p> <p>Declined -17.1 points</p> <p>22 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 52.3 points above standard Increased 4.6 points 23 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.4 points above standard Maintained 2.6 points 343 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 45.9 points above standard Maintained -0.8 points 18 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
47.6 points below standard Maintained -2.6 points 35 students	20 points below standard Declined -8.7 points 79 students	17.5 points above standard Increased 5.6 points 217 students

Conclusions based on this data:

- Based on this data, we recognize that our English Learners need more support in developing Mathematical mindsets. All students can benefit from adding writing into mathematics, and can learn to use models to make their thinking visible. Teachers are infusing more ELD and SDAIE strategies into mathematics each day to insure that all students meet the objective.

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
93	37.6%	39.8%	19.4%	3.2%

Conclusions based on this data:

1. English learners at Sanger Academy continue show improve on ELA state assessments, but showed less progress on Math last year. As a staff, we are focusing on how to incorporate more integrated ELD in all subject areas. All students should be practicing listening, speaking, reading and writing in math, science, art, social studies and english language arts on a daily basis.

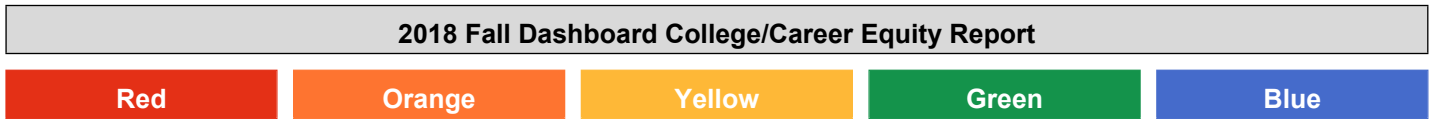
School and Student Performance Data

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
	N/A	
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.

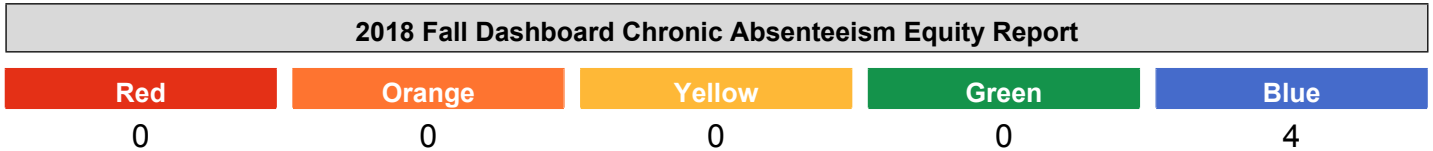
School and Student Performance Data

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>  Blue 1.3% chronically absent Declined 0.8% 625 students	<p>English Learners</p>  Blue 0% chronically absent Declined 0.8% 119 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<p>Socioeconomically Disadvantaged</p>  Blue 1.6% chronically absent Declined 1.1% 445 students	<p>Students with Disabilities</p>  No Performance Color 0% chronically absent Maintained 0% 29 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 31 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.4% chronically absent Declined 1% 552 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 0% chronically absent Maintained 0% 32 students

Conclusions based on this data:

1. Sanger Academy has a very low chronic absenteeism rate (2.37%) Our families are very dedicated to their child's education and insure that their child is at school.
2. We also offer many on campus clubs and activities to engage students and families, which contributes to our high attendance rates.

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
	N/A	
	N/A N/A	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

- 1.

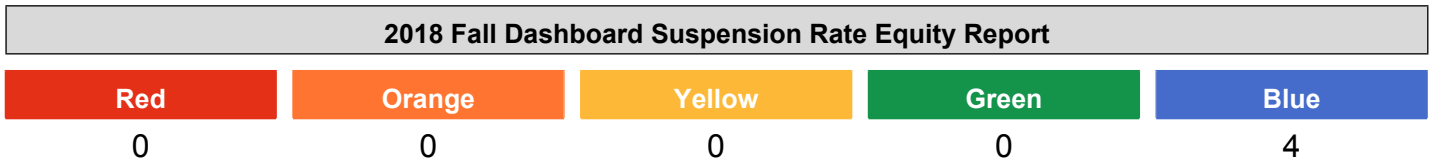
School and Student Performance Data

Conditions & Climate Suspension Rate

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











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> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>628 students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>121 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>447 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>29 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 31 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 555 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 32 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Sanger Academy has maintained a very low suspension rate. Due to our high parent involvement rate and strong PBIS system, student behaviors are manageable.
2. Parents have expressed a need for more Social/Emotional learning and support in all grade levels. In response, we have invested in more SAP groups, SEL curriculum and curricular activities to help students build their social/emotional toolkit.

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

The district will provide a high quality educational system to raise the academic achievement of ALL students.

Goal 1

SMART Goal ELA:

For the 2018-19 school year, Sanger Academy will improve by 5 scale score points to maintain placement in the green on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sanger Academy will improve by 5 scale score points to move from yellow to green on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 48% DF3 +4	CAASPP ELA scores will increase for all demographics.
CAASPP Math	CAASPP Math Percent Proficient 48% DF3 +1	CAASPP Math scores will increase for all demographics.
BAS Test	BAS Test 55% of students in K-3 are reading on grade level	BAS levels will increase in K-3

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

In order to help provide support for all students, Sanger Academy will use the following strategies: Student Goal Setting and Student Learning Communities and use of standard aligned Common Formative Assessments.

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)

3400

Source(s)

LCFF - Supplemental

None Specified

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

Invest in professional development and instructional materials for all teachers.

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)

1,000

Source(s)

LCFF - Supplemental

2000

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Instruments, equipment and materials for VAPA.

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)

24,864.00

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to develop an Innovation Lab and Makerspace within the library.

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)

20,000

Source(s)

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Universal Design for Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,600

Source(s)

LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase learning applications for iPads.

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)

3,000.00

Source(s)

LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Professional development for classroom teachers.

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)

9,240.00

Source(s)

LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase of supplemental science materials

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)

6000.00

Source(s)

LCFF - Supplemental

3000

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students in K-3

Strategy/Activity

Purchase of materials to support early literacy instruction

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)

8,000.00

Source(s)

LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

VAPA and STEM enrichment materials.

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)

24,000.00

Source(s)

LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students in Tier 2 and 3 intervention.

Strategy/Activity

Provide technology for Intervention classes

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)

10,500

Source(s)

LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Replace/repair technology in classrooms

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)

12500

Source(s)

LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Teachers will use this new technology for outside schema building options and opportunities using technology.

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)

9400

Source(s)

LCFF - Supplemental

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

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

Goal 2

SMART Goal ELA:

For the 2018-19 school year, Sanger Academy's Socioeconomically Disadvantaged population will improve by 5 scale score points to move from green to blue on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger Academy's English Learners will improve by 5 scale score points to move from orange to yellow on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger Academy's SWD will improve by 5 scale score points to move from orange to yellow on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sanger Academy's Socioeconomically Disadvantaged will improve by 5 scale score points to maintain in the green range on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger Academy's English Learners will improve by 5 scale score points to move from orange to yellow on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger Academy's SWD will improve by at least 5 scale score points on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in Tier 2 and 3 Rtl.

Strategy/Activity

Hire a part-time ELA Intervention Teacher.

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)

9000

Source(s)

LCFF - Supplemental

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

Provide Intervention support before and/or 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)

6500

Source(s)

LCFF - Supplemental

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

Continue to use our part-time Parent Liaison.

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)

9,866.00

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase supplemental math and ELA intervention materials.

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)
6,000.00	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and RFEP students.

Strategy/Activity

Purchase of books, realia, apps targeted toward language development.

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)
1600.00	LCFF - Supplemental
400	

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

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Goal 3

Positive Behavior Intervention Supports will be provided to ALL students, including Tier II and Tier III students.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Modify and increase student incentives to provide updated and greater variety.

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)

2,000

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Purchase Tier II and Tier III behavior intervention/support curriculum

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)

1500.00

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Implementation of after-school and before-school clubs to help support positive behavior.

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)

6200.00

Source(s)

LCFF - Supplemental

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
------------------	-------------------------	------------------

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
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

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 (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

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

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mark Coleman	Principal
Jewely Lickey	Classroom Teacher
Silvia Torres	Classroom Teacher
Valorie Reeves	Parent or Community Member
Guadalupe Carrasco	Parent or Community Member
Samantha Cervantes	Classroom Teacher
Stephanie Moreno	Parent or Community Member
Eve Castellanos	Parent or Community Member
Corina Lucero	Classroom Teacher Parent or Community Member
Melissa Beasley	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Mark Coleman

English Learner Advisory Committee

MARK Coleman

Other: Charter Parent Advisory Committee (CPAC)

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 October 24, 2016.

Attested:

MARK Coleman

Principal, Mark Coleman on 11/15/18

Jewely Lickey

SSC Chairperson, Jewely Lickey on

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/>

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