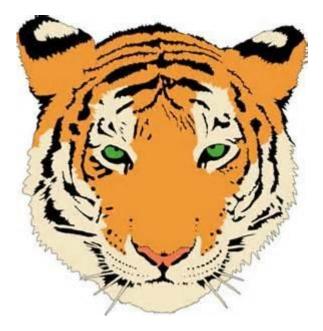School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Tierra Bonita Elementary School
Address	44820 N. 27th Street East Lancaster, CA 93535
County-District-School (CDS) Code	19-64477-6114227
Principal	Christa Waldvogel
District Name	Eastside Union Elementary School District
SPSA Revision Date	9-25-18

Schoolsite Council (SSC) Approval Date

Local Board Approval Date   11-7-18

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

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School Vision and Mission

SCHOOL VISION
Tierra Bonita is dedicated to a team commitment and collaboration for educational excellence with a caring and motivating environment to meet the needs of an increasingly diverse and challenging world. Tierra Bonita promotes high self-confidence in its student body by creating a climate that is positive, nurturing, safe, and supportive.

Tierra Bonita will aspire to high academic achievement. This excellence will be measured by such tests as the SBAC, Grade Level Common Assessments, STAR Reading and STAR Math, Imagine Learning and Imagine Math, Lexia, and the ELPAC. To achieve success, the students will dedicate themselves to working hard, having determination, maintaining good attendance, and achieving self-discipline. Tierra Bonita will meet the needs of all students, regardless of gender, ethnicity, and ability.

Tierra Bonita will be a leading school in technology, making available to every student chrome books and tablets to use as learning tools. Computers will motivate students to learn in the content subjects at individual rates. Internet access will be available to students to access information and extend their learning.

MISSION STATEMENT
Our primary goal is to stand for, promote, and achieve educational excellence in a safe and caring environment. We, the conscientious, dedicated, and hardworking staff of Tierra Bonita Elementary School, pledge that we shall bring together a community of learners where cultural and individual differences enhance academic, social, and developmental success for our children. We also pledge that we shall create a climate and culture where adults and children honor each other and want to learn from one another.

We shall attain these goals by participating in grade-level planning sessions, by attending meaningful Professional Development in-services. We shall implement quality educational programs by collecting, examining, analyzing, and discussing student work and test scores with colleagues and by sharing and collaborating in the decision-making processes.

Students and teachers strive to achieve and maintain a high level of academic achievement. Students and parents will take active roles in working with their teachers and other staff members to ensure that all are receiving an appropriate education. Parents, students, staff, and administration will promote parent and community involvement on Tierra Bonita's campus. Parents will take active roles in their child's education and in campus activities. All staff members will encourage community involvement in linking home to school.

School Profile

Tierra Bonita Elementary School first opened on Avenue H and 70th Street East as a temporary school on March 16, 1987. The school housed approximately 629 students in Kindergarten through fifth grade during the 1989-1990 school year. In September of 1991, the construction of the permanent site allowed for the school population to relocate at its present location while the final phase continued under construction until its completion in August of 1992.

The final phase includes twelve classrooms connected to the main building. Meanwhile, Tierra Bonita Elementary School increased its student population to over 900 in number. In the 1997-1998 school year, the board of Trustees and the Superintendent decided to split Tierra Bonita Elementary into two schools; one called Tierra Bonita North and the other Tierra Bonita South. This separation empowered each school with a principal with a reasonably sized school of 500 instead of 1,000 students.

Tierra Bonita Elementary School is one of five schools within the Eastside Union School District in the city of Lancaster. It is a TK-6th school that serves a growing population of 598 students. Tierra Bonita is a fully accredited by the Western Association of Schools and Colleges (WASC), TK-6 grade. Tierra Bonita has an ethnic population blend of 51% Hispanic, 39% Black, 6% white, and 4% Other.

Tierra Bonita is staffed by 34 classroom teachers, two Speech Pathologists, one School Psychologist, one Library Instructional Aide, One Bilingual Instructional Aide, one Dean of Instruction, and one Principal. Housed within the main building are the computer lab, I Lab, and library. Presently, Tierra Bonita has one class of Transitional Kindergarten, four classes of Kindergarten, four classes of first grade, four classes of second grade, four classes of third grade, three classes of fourth grade, three classes of fifth grade, three classes of sixth grade, one SDC class for K-1, one SDC class for 2nd-3rd grades, and one Moderate SDC class grades 4-6.

Tierra Bonita provides nutritious cafeteria services for all of our students. Since Tierra Bonita is located in a low-to-middle socioeconomic residential neighborhood, it fully implements a federally funded breakfast and lunch program which provides free breakfast and lunch to all students.

The SBAC is given to all students in grade three through six. This test is aligned closely with state frameworks and provides diagnostic data related to individual student progress and program evaluation. We are able to use test results for a comparison among years to see growth in areas that need improvement.   The staff at Tierra Bonita Elementary School use Professional Learning Communities to effectively establish goals for student success and use frequent grade level Common Assessments to evaluate students' work in our in-depth areas of Language Arts and Mathematics. Performance-based assessment tools are implemented into the regular assessment process. All grade levels-TK through 6th, have learning objectives, pacing calendars, Mastery Tests/Rubrics, and Performance Standards in the areas of Language Arts and Math. Through parent conferences and surveys, we obtain information, suggestions, and concerns parents may have when we evaluate our educational programs and activities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The English Language Advisory Council (ELAC) advises the school in several ways including the effectiveness of the English Language Development program and services being provided to the English Learners. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC) and share district information back to the school site. The School Site Council (SSC) is a group of voted peers; composed of the principal, staff, and parents. The SSC meets regularly to review and make decisions regarding standards-based teaching, curriculum, school policies, safety, programs, and the budget. The Instructional Leadership Team is a group that is composed of one teacher per grade level (K-6 and administration), which supports in the decision of school-wide instructional foci, intervention supports, data analysis, and budget.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.3%	0%	1	2	0
African American	30.4%	25.9%	24.18%	196	160	147
Asian	0.6%	0.5%	0.33%	4	3	2
Filipino	2.5%	2.3%	2.80%	16	14	17
Hispanic/Latino	57.5%	60.9%	62.99%	371	376	383
Pacific Islander	0.0%	0.2%	0.16%	0	1	1
White	7.6%	7.3%	6.74%	49	45	41
Multiple/No Response	1.2%	0.2%	0.49%	8	1	3
			Total Enrollment	645	617	608

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		90	94
Grade 1		87	86
Grade 2		84	86
Grade3		90	89
Grade 4		95	76
Grade 5		88	88
Grade 6		83	89
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		617	608

Conclusions based on this data:

1. Tierra Bonita Elementary School continues to enroll students and reaches out to the community when registration opens for kindergarten for the new year.

2. Tierra Bonita places attendance as a high priority. .

3. Tierra Bonita continues meets with parents to provide information of their children's achievement and importance of student attendance.

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	183	174	155	28.4%	28.2%	25.5%
Fluent English Proficient	39	52	71	6.0%	8.4%	11.7%
Reclassified Fluent English Proficient	15	23	25	8.0%	12.6%	14.4%

Conclusions based on this data:

1. Tierra Bonita's English Learner population is 25.5%.

2. Tierra Bonita's fluent English proficient population is 12%.

3. Tierra Bonita's reclassified fluent English proficient population is 14.4%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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
Overall Participation for All Students												
Grade 3	111	93	91	106	90	89	106	90	89	95.5	96.8	97.8
Grade 4	94	94	84	93	92	82	93	92	82	98.9	97.9	97.6
Grade 5	89	87	88	86	86	87	86	86	87	96.6	98.9	98.9
Grade 6	92	80	92	91	80	90	91	80	90	98.9	100	97.8
All Grades	386	354	355	376	348	348	376	348	348	97.4	98.3	98

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	2359.	2346.	2390.	7	6.67	22.47	16	12.22	13.48	16	18.89	22.47	61	62.22	41.57
Grade 4	2426.	2407.	2421.	11	13.04	10.98	25	9.78	23.17	15	18.48	12.20	49	58.70	53.66
Grade 5	2458.	2458.	2440.	7	8.14	12.64	22	25.58	14.94	26	20.93	22.99	45	45.35	49.43
Grade 6	2478.	2495.	2527.	2	8.75	14.44	23	25.00	31.11	37	30.00	41.11	37	36.25	13.33
All Grades	N/A	N/A	N/A	7	9.20	15.23	21	17.82	20.69	23	21.84	25.00	49	51.15	39.08

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	10	8.89	19.10	32	22.22	38.20	58	68.89	42.70
Grade 4	9	14.13	10.98	46	35.87	48.78	45	50.00	40.24
Grade 5	7	9.30	13.79	43	50.00	40.23	50	40.70	45.98
Grade 6	3	11.25	14.44	45	51.25	53.33	52	37.50	32.22
All Grades	7	10.92	14.66	41	39.37	45.11	51	49.71	40.23

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	8	7.78	15.73	32	38.89	42.70	59	53.33	41.57
Grade 4	13	10.87	17.07	45	39.13	36.59	42	50.00	46.34
Grade 5	13	16.28	20.69	41	48.84	29.89	47	34.88	49.43
Grade 6	8	11.25	16.67	44	48.75	62.22	48	40.00	21.11
All Grades	10	11.49	17.53	40	43.68	43.10	49	44.83	39.37

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	7	6.67	13.48	58	48.89	57.30	35	44.44	29.21
Grade 4	17	6.52	10.98	58	59.78	57.32	25	33.70	31.71
Grade 5	6	9.30	10.34	67	67.44	42.53	27	23.26	47.13
Grade 6	11	13.75	7.78	74	66.25	82.22	15	20.00	10.00
All Grades	10	8.91	10.63	64	60.34	60.06	26	30.75	29.31

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	8	8.89	22.47	40	31.11	38.20	53	60.00	39.33
Grade 4	11	11.96	15.85	51	45.65	43.90	39	42.39	40.24
Grade 5	23	12.79	17.24	53	44.19	39.08	23	43.02	43.68
Grade 6	11	20.00	30.00	64	50.00	51.11	25	30.00	18.89
All Grades	13	13.22	21.55	51	42.53	43.10	36	44.25	35.34

Conclusions based on this data:

1. Students' overall scores show that 64% of students in grades 3-6 nearly met or did not meet grade level standards in English Language Arts.

2. Students' overall scores show that 36% of students are meeting or exceeding grade level standards in English Language Arts.

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	111	93	91	106	91	89	106	91	89	95.5	97.8	97.8
Grade 4	94	94	84	93	92	82	93	92	82	98.9	97.9	97.6
Grade 5	89	88	88	86	87	87	86	87	87	96.6	98.9	98.9
Grade 6	92	80	92	91	80	91	91	80	91	98.9	100	98.9
All Grades	386	355	355	376	350	349	376	350	349	97.4	98.6	98.3

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	2377.	2376.	2387.	8	9.89	8.99	23	18.68	22.47	26	19.78	21.35	42	51.65	47.19
Grade 4	2440.	2429.	2423.	5	6.52	2.44	23	16.30	24.39	33	42.39	25.61	39	34.78	47.56
Grade 5	2451.	2456.	2427.	6	6.90	5.75	12	11.49	9.20	23	29.89	21.84	59	51.72	63.22
Grade 6	2477.	2521.	2531.	7	17.50	20.88	9	21.25	15.38	40	31.25	37.36	45	30.00	26.37
All Grades	N/A	N/A	N/A	7	10.00	9.74	17	16.86	17.77	31	30.86	26.65	46	42.29	45.85

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	18	18.68	15.73	30	28.57	31.46	52	52.75	52.81
Grade 4	12	13.04	14.63	33	32.61	32.93	55	54.35	52.44
Grade 5	8	9.20	10.34	27	28.74	21.84	65	62.07	67.82
Grade 6	9	26.25	24.18	32	36.25	34.07	59	37.50	41.76
All Grades	12	16.57	16.33	31	31.43	30.09	57	52.00	53.58

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	8	10.99	15.73	41	32.97	33.71	51	56.04	50.56
Grade 4	12	7.61	6.10	40	33.70	36.59	48	58.70	57.32
Grade 5	5	5.75	3.45	26	48.28	32.18	70	45.98	64.37
Grade 6	10	13.75	17.58	38	47.50	52.75	52	38.75	29.67
All Grades	9	9.43	10.89	36	40.29	38.97	55	50.29	50.14

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	13.19	13.48	53	47.25	40.45	35	39.56	46.07
Grade 4	10	6.52	6.10	48	50.00	51.22	42	43.48	42.68
Grade 5	7	11.49	3.45	37	31.03	43.68	56	57.47	52.87
Grade 6	7	16.25	21.98	49	40.00	47.25	44	43.75	30.77
All Grades	9	11.71	11.46	47	42.29	45.56	44	46.00	42.98

Conclusions based on this data:

1. Students' overall scores show that 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics.

2. Students' overall scores show that 28% of students are meeting or exceeding grade level standards in Mathematics.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1432.0	1444.9	1401.6	22
Grade 1	1480.1	1477.7	1482.1	29
Grade 2	1487.9	1493.1	1482.1	37
Grade 3	1521.9	1535.8	1507.8	31
Grade 4	1511.1	1522.8	1498.5	14
Grade 5	1435.9	1447.9	1423.4	14
Grade 6	*	*	*	*
All Grades				157

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	*	*	*	*	*	*	*	*	22
Grade 1	15	51.72	*	*	*	*	*	*	29
Grade 2	20	54.05	12	32.43	*	*	*	*	37
Grade 3	*	*	15	48.39	*	*	*	*	31
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	63	40.13	53	33.76	26	16.56	15	9.55	157

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	*	*	*	*	*	*	*	*	22
Grade 1	16	55.17	*	*	*	*	*	*	29
Grade 2	25	67.57	*	*			*	*	37
Grade 3	20	64.52	*	*			*	*	31
Grade 4	*	*	*	*			*	*	14
Grade 5	*	*	*	*			*	*	14
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	88	56.05	46	29.30	*	*	14	8.92	157

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	*	*	*	*	*	*	*	*	22
Grade 1	15	51.72	*	*	*	*	*	*	29
Grade 2	17	45.95	11	29.73	*	*	*	*	37
Grade 3	*	*	*	*	11	35.48	*	*	31
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	47	29.94	41	26.11	40	25.48	29	18.47	157

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	*	*	11	50.00	*	*	22
Grade 1	21	72.41	*	*	*	*	29
Grade 2	29	78.38	*	*	*	*	37
Grade 3	16	51.61	14	45.16	*	*	31
Grade 4	*	*	*	*			14
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*
All Grades	89	56.69	55	35.03	13	8.28	157

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	*	*	*	*	*	*	22
Grade 1	13	44.83	11	37.93	*	*	29
Grade 2	22	59.46	13	35.14	*	*	37
Grade 3	27	87.10	*	*	*	*	31
Grade 4	13	92.86			*	*	14
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*
All Grades	99	63.06	40	25.48	18	11.46	157

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	*	*	15	68.18	*	*	22
Grade 1	17	58.62	*	*	*	*	29
Grade 2	19	51.35	11	29.73	*	*	37
Grade 3	*	*	19	61.29	*	*	31
Grade 4			11	78.57	*	*	14
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*
All Grades	48	30.57	73	46.50	36	22.93	157

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	*	*	*	*	*	*	22
Grade 1	13	44.83	12	41.38	*	*	29
Grade 2	15	40.54	19	51.35	*	*	37
Grade 3	12	38.71	12	38.71	*	*	31
Grade 4	*	*	11	78.57	*	*	14
Grade 5	*	*	*	*	*	*	14
Grade 6	*	*	*	*	*	*	*
All Grades	56	35.67	75	47.77	26	16.56	157

Conclusions based on this data:

1. Most students who took the ELPAC score in the somewhat/moderate performance level.

2. Students in first grade scored 51.72 percent in Language.

3. Students in second grade scored 54.05 percent in Language.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The status and change overall report shows that there is a significant decrease in suspension rates for all students.

2. Although there is a slight decrease in suspensions with African Americans, the rate of suspension is still very high at 12.5%.

3. Socioeconomically disadvantaged students and students with disabilities suspension rates declines significantly.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. English Learner student overall academic performance declined by 1.7%.

2. English Learners maintained academic progress in English Language Arts.

3. English Learners increased 6.8 points in Mathematics.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Socioeconomically disadvantaged students declined 5.5 points from 60.4 points below level 3 in English Language Arts.

2. African American students declined significantly 21 points from 102.7 points below level 3 in English Language Arts.

3. English Learners declined significantly 41.2 points from 116.7 points below level 3 in English Language Arts.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Students overall change increased in Mathematics by 7.6 points from the status of 51.7 points below level 3 in Mathematics.

2. Students with disabilities increased significantly 38.2 points from 125.1 points below level 3 in Mathematics.

3. English Learners decreased significantly 39.9 points from 101.4 points below level 3 in Mathematics.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. English Learner academic progress indicator decreased 2 percentage points from previous year.

2. English Language Arts academic indicator dropped 5 points from previous year.

3. Mathematics academic indicator increased 8 points from previous year.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. Suspension rates dropped from 8.7% in 2016 to 6.8% in 2017.

2. Suspension rates continue to be at a high level from 2016 to 2017.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. African American students have a significantly high suspension rate and low academic achievement in English Language Arts and Mathematics.

2. English Learner academic progress and English Language Arts academic progress is low.

3. Socioeconomically disadvantaged students have low academic progress in English Language Arts.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Students at Tierra Bonita will increase academic achievement as measured by the SBAC. Through intentional academic programs, we will increase the percentage of students meeting or exceeding grade level standards to 45% in English Language Arts and Mathematics.

LCAP Goal

The Eastside Union School District will increase student achievement, especially in English Language Arts (ELA) and Mathematics.

Basis for this Goal

Tierra Bonita will increase student achievement, in English Language Arts (ELA) and Mathematics. After reviewing the data, 36% of students are meeting or exceeding grade level standards in English Language Arts and 64% of students nearly met or did not meet grade level standards. Overall, 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics.   Although there is a slight decrease in suspensions with African Americans, the rate of suspension is still very high at 12.5%. Tierra Bonita continues to meet with parents to provide information of their children's achievement. The status and change overall report shows there is a significant change in suspension rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Through intentional academic programs, students will be equipped with the academic knowledge to succeed in English Language Arts and Mathematics on the 2019 CAASPP.	Students' overall scores show that 64% of students in grades 3-6 nearly met or did not meet grade level standards in English Language Arts.	Students will increase English Language Arts academic progress to 55%.
Through intentional academic programs, students will be equipped with academic knowledge to succeed in English Language Arts and Mathematics as reviewed from benchmarks on STAR 360. .	Students' overall scores show that 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics.	Students will increase Mathematics academic progress to 55%.

Planned Strategies/Activities

Strategy/Activity 1

Based on the 2018 SBAC scores, students who nearly met standards or did not meet standards will participate in Extended Learning Opportunities (ELO).

Students to be Served by this Strategy/Activity

All students will who nearly met or did not meet standards on the 2018 SBAC.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

ELO teachers will collaborate, plan, and deliver lessons to participating students.
ELO teachers will intentionally assess and monitor student progress.
Site administration will monitor ELO program and student progress.

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Learning Opportunities Certificated Salary

Amount	4500.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff, Library Clerk to assist in Extended Learning Opportunities.

Strategy/Activity 2

Substitutes provided for Tierra Bonita Professional Development for staff members around the topics of Response to Intervention, Disproportionality, and the Student Support Team (SST) process. While these supports will be of great benefit to our entire student population, they are principally directed toward students in the unduplicated pupil groups (i.e. English Learners, Foster Youth, and Low Income Students). A school counselor will attend to students' academic and socio-emotional needs. Positive Behavior Interventions and Strategies (PBIS) will be monitored by a team of teachers addressing school climate and culture. Instructional Leadership Team, Culture and Climate Team and English Language Learner Team.

Students to be Served by this Strategy/Activity

All students.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Administration will monitor student progress.
School counselor will monitor student academic and socio-emotional progress.
Teachers will monitor student academic and positive behavior interventions for their students.

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Provide extra hours for school counselor to provide education.
Amount	5000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide extra resources and time for foster youth and underrepresented students.

Strategy/Activity 3

Technology will be made available to teachers to support high quality instruction and learning. Students will have access to technology as well to increase academic achievement. English Learners will be provided computer based programs to ensure success in English Language Development. The school will utilize technology to support instruction and academic achievement. Students will have access to STAR 360 for English Language Arts and Mathematics, Imagine Learning and Imagine Math, Reflex Math, and LEXIA to increase their literacy development, reading comprehension, and math skills.

Students to be Served by this Strategy/Activity

All students.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Teachers will monitor the effectiveness of the technology supports toward student achievement. Administration and teachers will intentionally gather data to monitor student progress.

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Technology

Strategy/Activity 4

In order for Tierra Bonita's overall and subgroup student population to meet or exceed its target, every classroom must have an abundance of instructional materials and supplies. The instructional materials will also include grade leveled books to supplement the instructional program and provide adequate interventions.

Students to be Served by this Strategy/Activity

All students.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Teachers will monitor the effectiveness of the supports and materials toward student achievement. Administration and teachers will intentionally gather data to monitor student progress.

Proposed Expenditures for this Strategy/Activity

Amount	50,915.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

Strategy/Activity 5

All students will access materials in the school library as a means towards addressing the English Language Arts Standards for literature response and analysis, and reading and responding to a wide variety of children's literature. The library will maintain a large and diverse collection of materials that support the academic and recreational needs of the students.

Students to be Served by this Strategy/Activity

All students

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

School library clerk will maintain the school library and provide standards based library led lessons.

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Library books and supplies

Strategy/Activity 6

Teachers will use time to create and score common grade level assessments and analyze data to make decisions on teaching and learning. During the data digs, instructional decisions will be made.

Students to be Served by this Strategy/Activity

All students

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Teachers will collaborate and make address student achievement.
Administrators will coach teachers and discuss instructional strategies.

Proposed Expenditures for this Strategy/Activity

Amount	11203.00

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Instructional Leadership Team and ELD Team

Strategy/Activity 7

In order for Tierra Bonita's overall and subgroup student population to meet or exceed its target, every classroom must have an abundance of instructional materials and supplies. The instructional materials will also include grade leveled books to supplement the instructional program and provide adequate interventions.

Students to be Served by this Strategy/Activity

Students who on target for intervention support.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Teachers will collaborate and make address student achievement.
Administrators will coach teachers and discuss instructional strategies.

Proposed Expenditures for this Strategy/Activity

Amount	18,200
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Intervention

Strategy/Activity 8

Tierra Bonita's Instructional Leadership Team will train teachers in Distributive Leadership strategies and data analysis.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Teachers will collaborate and make address student achievement.
Administrators will coach teachers and discuss instructional strategies.

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Instructional Leadership Team

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Engagement

Goal Statement

Increased parent outreach (improve website, two-way communication opportunities, develop a parent university, and build upon successes to engage all parent groups in school and community events) will benefit unduplicated students through increased community support. Increasing parent engagement, Parent University, will ensure that our programs are more responsive to student needs.

LCAP Goal

Increase parent outreach (improve website, two-way communication opportunities, develop a parent university, and build upon successes to engage all parent groups in school and community events) will benefit unduplicated students through increased community support. Increasing parent engagement will ensure that our programs are more responsive to student needs.

Basis for this Goal

Tierra Bonita will increase student achievement, in English Language Arts (ELA) and Mathematics. After reviewing the data, 36% of students are meeting or exceeding grade level standards in English Language Arts and 64% of students nearly met or did not meet grade level standards. Overall, 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics. Increase parent outreach (improve website, two-way communication opportunities, develop a parent university, and build upon successes to engage all parent groups in school and community events) will benefit students through increased community support. Increasing parent engagement will ensure that our programs are more responsive to student needs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Tierra Bonita will work directly with the Eastside Union School District to ensure parents are given important information to all parents.	Parents will receive important information via connect ed and Peach Jar.	Parents attending school activities and meetings will increase. There will be improvement in the number of parents and community members actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).
Publish 2 district newsletters annually, in addition to letters, website, Facebook and Connect-Ed messages.	One district newsletter was published. Connect-Ed messages are utilized regularly by site and district staff. Facebook is updated regularly with current communication regarding events and important dates.	Parents attending school activities and meetings will increase. There will be improvement in the number of parents and community members actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).
Provide additional Parent Training Initiatives	Over 25 sessions of Project 2 Inspire parent education classes were offered throughout the school year. Two parents completed Project 2	Parents attending school activities and meetings will increase. There will be improvement in the number of parents and community members

Metric/Indicator	Baseline	Expected Outcome
	Inspire Level 3 training this year. Currently, we have four parent presenters.	actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).

Planned Strategies/Activities

Strategy/Activity 1

The school site parent liaison will ensure parents are provided timely school information and upcoming events.

Students to be Served by this Strategy/Activity

All Students.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Parent Liaison will provide parent engagement opportunities.
Administration will provide parent meetings during different times of the day to accommodate parent needs.

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Liaison Workshop Extra Support

Amount	400.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Liaison Benefits

Strategy/Activity 2

A parent resource room is provided to parents that has technology, resource information, and a parent liaison to answer questions.

Students to be Served by this Strategy/Activity

All Students.

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Parent Liaison will provide parent engagement opportunities.
Administration will provide parent meetings during different times of the day to accommodate parent needs.

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent Center Resources and Support

Strategy/Activity 3

Provide resources, materials, and supports for parents at Parent University.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/1/2018 to 10/31/2019

Person(s) Responsible

Parent Liaison
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and resources

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Social Emotional Growth and Learning

Goal Statement

Socio-emotional learning will improve academic achievement and lower student suspensions and absenteeism.

LCAP Goal

The Eastside Union School District will develop a system of support designated to enhance students' opportunities to learn.

Basis for this Goal

In order to create infrastructure that supports student achievement by keeping students in school and in the classroom, a student support system has to be created and maintained. Overall suspension rate for 2013-14 was 11.6% and was 7.1% for 2014-15. Despite improvements in 2014-15, our data illustrates that we have more negative incidents as it relates to school relationships than our counterparts. Our 2017 CA School Dashboard Suspension Rate data indicates "very high" for foster youth, low income, students with disabilities, African American, and two or more races.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Decrease Suspensions	Although there is a slight decrease in suspensions with African Americans, the rate of suspension is still very high at 12.5%. Socioeconomically disadvantaged students and students with disabilities suspension rates declines significantly.	The status and change overall report will show that there will be a significant decrease in suspension rates for all students.
Increase Attendance	Attendance averages 94% during a school day.	The status and change overall report will show that there will be a significant increase in attendance to 97%.

Planned Strategies/Activities

Strategy/Activity 1

Increase social-emotional learning and student well-being through differentiated supports:
Culture and Climate Team
Positive Behavior Intervention and Supports (PBIS)
Restorative Practices
Trauma Informed Practices
SPRIGEO
Other social-emotional learning

Students to be Served by this Strategy/Activity

All Students

Timeline

11/7/2017- 11/8/2018

Person(s) Responsible

Administration,
Teachers, and Culture and Climate Team

Proposed Expenditures for this Strategy/Activity

Amount	8200.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Culture and Climate Team Meetings

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Students at Tierra Bonita will meet or exceed the Eastside Union School District's 2% yearly increase on the English-Language Arts and Mathematics SBAC exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Achievement gap between African Americans, Hispanic, Low Income Students, English Learners, and white students as measured by CAASPP scores percent met or exceeded standard.	40% of students will meet or exceed standard in English Language Arts.	36% of students met or exceeded standard in English Language Arts.
Achievement gap between African Americans, Hispanic, Low Income Students, English Learners, and white students as measured by CAASPP scores percent met or exceeded standard.	40% of students will meet or exceed standard in Mathematics.	28% of students will meet or exceed standard in Mathematics.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All teachers and staff (teaching teams) will participate in horizontal and vertical articulation and Data Dig Training focusing on: • Listening and Speaking • Common Core State Standards learning objectives and learning targets • Curriculum Mapping • Course Pacing Calendars (by unit, by week) • Common Assessment Models,	Teachers participated in monthly released Data Dig days. In grade 3-6 teachers attended monthly meetings. In grades TK-2 teachers attended bi monthly meetings.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
followed by assessment analysis			
In order for Tierra Bonita's overall and subgroup student population to meet or exceed its target, every classroom must have an abundance of instructional materials and technology. Some examples of crucial materials are whiteboards, dry erase markers, transparencies, paper productus, writing instruments, staples, paper clips, computer ink cartridges, and any other instructional materials necessary for student learning. Technology will be made available to teachers to support high quality instruction and learning. Students will have access to technology as well to enhance academic achievement. ELD students will be provided computer based programs to ensure success in language development.	Instructional material and supplies were provided for teachers and students.		
The school will utilize technology to support instructional delivery strategies and increase student knowledge of technology. Teachers will utilize School City to examine student data and progress. Students will have access to the Accelerated Reader Program, Imagine Learning, Reflex Math, and Imagine Math. to increase their literacy development and reading comprehension. EL	Students were provided instructional technology to improve academic achievement.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students will have access to computer programs to enhance their language development. Students in need of extended day learning opportunities will be provided.			
The school will encourage the use of graphic organizers (i.e. AVID Instructional Strategies) to assist students in organizing information into logical grouping.	The school will encourage the use of graphic organizers (i.e. AVID Instructional Strategies) to assist students in organizing information into logical grouping.		
In order for Tierra Bonita to achieve schoolwide growth, personnel, such as an Assistant Principal, instructional aides and clerks will be hired to support curriculum instruction in the classrooms.	Personnel, such as an Assistant Principal, instructional aides and clerks support curriculum instruction in the classrooms.		
Students will be recognized for the following achievements: • SBAC Celebration of students meeting and exceeding standards • Academics Success • Attendance • PBIS • Other recognition as deemed appropriate	Students were recognized in award ceremonies.		
Research based curriculum will be used to implement practices to be used. Math fact fluency practice and reading fluency practice will also be implemented.			
All students will access materials in the school library as a means			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
towards addressing the English Language Arts Standards for liturature response and analysis, and reading and responding to a wide variety of children's liturature. The library will maintain a large and diverse collection of materials that support the academic and recreational needs of the students.			
The school will design and implement a reading intervention/remediation to meet the needs of students requiring additional instruction to meet proficiency standards. The school will coordinate reading programs across the grade levels and revise the guidelines to increase program consistency. The school will utilize the Accelerated Reader program, accountable independent reading time, and school wide reading incentives in order to increase student achievement. The school will foster recreational reading through: *Accelerated Reader *Reading incentives *Reading day *Parent reading programs *Literacy Week *Reading training programs for teachers, instructional aides and parents *An instructional aide assigned to the library to monitor weekly visits by each classroom, maintain the area, and assist			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students with reading and assignments.			
Provide parent programs and a Parent Center that will promote Literacy, parenting or parent involvement in the school system. Parents will also be encouraged to participate in the following committees: School Site Council English Learner Advisory Committee Other committees as necessary			
Parent outreach meetings and Walkthroughs provided throughout the year • Lancaster Baptist Parent Outreach Program • Communication • School/ Home Relationships • Penny Lane Sponsored Parent Programs • Family Therapy with struggling children • Parent Nights • SBAC Celebration of Parents and Students • AR Parent Training "Sending our children off to school "- the do's and don'ts • SBAC Parent and Student Preparation • Connect Ed			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Marquee Announcements • Flyers and Invitations			
The school will provide translation services when appropriate for parents and students to encourage them to participate in school activities.			
The school will design and implement differentiated programs to offer rigorous education opportunities for high achieving students. Efforts are made to ensure that students from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities. Programs may consist of special day classes, part-time groupings, and cluster groupings to be planned and organized as integrated differentiated learning experiences within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum, including independent study, acceleration, post secondary education, and enrichment.			
Teachers will be released to create and score common grade level assessments that will assess students based on California Standards. During these PLC			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
meetings, data will be analyzed and instructional decisions will be made.			
The school will design and implement an AVID program to target students in the academic middle who have the desire to go to college and the willingness to work hard and learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers, and participate in enrichment and motivational activities that make college seem attainable.			
Students will be recognized for the following achievement: • Citizenship • Attendance • Academics			
Students will be able to recognize the danger factors of bullying and drugs through: • Assemblies • School wide participation • Academics			

Analysis

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

Activities were carried out as described in the plan. Achievement data continues to indicate overall low student outcomes (36% of all students meeting or exceeding standards in ELA and 28% of all students meeting or exceeding standards in mathematics.) Achievement gaps between all students and identified student groups (African American, English Learners, Low Income, and Students with Disabilities) continue to persist. Overall achievement in both English Language Arts and Mathematics for all students remains in the "low" category.

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

The overall effectiveness of the actions and services to achieve Goal 1 was positive. English Language Arts scores increased from 27% to 36% meeting or exceeding standards. Mathematics scores maintained a 27% to 28% meeting or exceeding standard. Other student group outcomes indicate either a plateau or a slight decrease in achievement.

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

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

To ensure an educational environment that will be responsive to immediate student learning needs Tierra Bonita Elementary School will develop a comprehensive instructional system to include Instructional Leadership Teams, Professional Learning Communities, common assessments, robust principal and teacher support, and use of adopted curricula for all students. Consultants for ELA, ELD, Math, and leadership will work collaboratively with each other and the Instructional Leadership Teams.

Assessments; ensure the implementation of district benchmark assessments Kindergarten - grade 8, three times annually; and,
ensure compliance with all state assessments (SBAC, CAA, CAST, ELPAC Initial, ELPAC Summative, and PFT).

To ensure that English learners academic needs are met, a viable English Language Development program will be developed. It will
include both designated and integrated ELD for all English learners Tk - grade 8.

A robust Extended Learning Program (with support from Title I) will be developed and will include enrichment for below standard, at
standard, and above standard students principally directed toward low-income students, English learners, and foster youth
kindergarten - grade 8.

By implementing the above changes our expected outcomes will be to move all student groups out of the very lowest - red category,
close the overall distance from level 3 for all student groups, and increase our overall achievement to the yellow category for both ELA
and Math (CA Dashboard).

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Tierra Bonita Elementary School will focus on increasing student achievement by addressing the delivery of instruction in our classrooms. We will provide teachers with opportunities to attend conferences and other workshops to increase student achievement by utilizing best teaching practices. Teachers are provided Monthly Data Dig Days in order to reflect on the latest data to make decisions for Tiger Power Hour (school wide RTI).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development and Staff Development will be based on the following categories of needs: • Curriculum calibration and alignment to the content standards • School City Assessments • Student achievement strategies • Assessing student performance • Classroom Management • Other Professional Needs	Professional Development and Staff Development will be based on the following categories of needs: • Curriculum calibration and alignment to the content standards • School City Assessments • Student achievement strategies • Assessing student performance • Classroom Management • Other Professional Needs		
Teachers will be provided workshops focusing on: • PLC Data Training • Curriculum development • Best instructional practices • Assessments • Use of technology	Teachers were provided professional development in English Language Arts and Mathematics.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Others as deemed appropriate			
• PLC Data Training • Teachers are encouraged to visit other classrooms or school sites to observe best teaching practice • Curriculum development • Materials and Supplies • Best instruction practices • Assessments • Use of technology • Others as deemed appropriate			

Analysis

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

To ensure an educational environment that will be responsive to immediate student learning needs the district will develop a comprehensive instructional system to include Instructional Leadership Teams, Professional Learning Communities, Instructional Rounds, assessments, robust principal and teacher support, and use of adopted curricula at all sites for all students.

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

The overall effectiveness of the actions and services to achieve Goal 1 was positive. English Language Arts scores increased from 27% to 36% meeting or exceeding standards. Mathematics scores maintained a 27% to 28% meeting or exceeding standard. Other student group outcomes indicate either a plateau or a slight decrease in achievement.

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

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

By developing and implementing a comprehensive instructional system to include Instructional Leadership Teams, Professional Learning Communities, assessments, robust principal and teacher support, and ensuring the use of adopted curricula, students will have access to rigorous instruction as outlined in the CA Curriculum Frameworks.

By providing rigorous and effective first instruction, implementing integrated STEAM practices and providing supplemental hands-on science activities unduplicated students will receive 21st Century skills necessary to be College and Career ready.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

In order to meet all AMAOs for second language learners and to have EL students increase one CELDT level per year, the teaching staff will utilize 45 minutes or more of ELD time for all CELDT tested second language learners with the district adopted curriculum.

All ELD students will have the opportunity to participate in extra tutoring for learning English either after school or during Summer school.

The Assistant Principal will work with the ELD programs, including monitoring ELD instructional time, bilingual para educators work duties, tutoring, identification process and EL students' access to core curriculum.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will improve instructional delivery strategies for the English Learners. Components focusing on differentiated instruction, lesson plan development and instruction delivery. Students will be monitored daily by teachers, educational assistants, and administration. Teachers will receive support on improving instruction and strategies through other school focus staff development.			
Instructional Aides will provide the extra support in the classroom for the students who are identified EL. The support will be provided with the teachers guide and directions to assist students to meet standards. Students will receive research based			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instructional strategies to improve their student achievement.			
The school will design and implement an intervention/remediation program in ELD to meet the needs of students requiring additional instruction to meet proficiency standards in English. Teachers will utilize curriculum for intervention and remediation.			

Analysis

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

By providing training for teachers and administrators on the ELA/ELD framework, the relationship between ELA and ELD standards, and the importance of building foundational English language skills, English learners will benefit as each school ensures that English learners are provided research based daily designated and integrated ELD, as well as extended learning opportunities designed to support English language development.

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

The overall effectiveness of the actions and services to achieve Goal 1 was positive. English Language Arts scores increased from 27% to 36% meeting or exceeding standards. Mathematics scores maintained a 27% to 28% meeting or exceeding standard. Other student group outcomes indicate either a plateau or a slight decrease in achievement.

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

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

By developing and implementing a comprehensive instructional system to include Instructional Leadership Teams, Professional Learning Communities, Instructional Rounds, assessments, robust principal and teacher support, and ensuring the use of adopted curricula, students will have access to rigorous instruction as outlined in the CA Curriculum Frameworks.
By providing rigorous and effective first instruction, implementing integrated STEAM practices and providing supplemental hands-on science activities unduplicated students will receive 21st Century skills necessary to be College and Career ready.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

The school will design and implement programs and services that support the social, emotional, and physical well being of the students. Positive Behavior Interventions and Supports (PBIS) are provided for students to be "caught" being good.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To work with Penny Lane, to refer students to be seen by a therapist on campus to reduce antisocial behaviors and academic struggles due to such behaviors by 10%.			
Positive Behavior Interventions and Supports (PBIS)	Positive Behavior Interventions and Supports (PBIS) professional development training to teachers and support staff.		

Analysis

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

To work with Penny Lane, to refer students to be seen by a therapist on campus to reduce antisocial behaviors and academic struggles due to such behaviors by 10%.

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

it is important to increase our student attendance rates. Overall district attendance is approximately 94%, which negatively impacts teaching and learning on a daily basis. It will be critical to our unduplicated students to increase their daily attendance so that they have access to the instructional services at the school sites. We have included the purchase of Attention 2 Attendance (Action 2) to assist district and school personnel with monitoring attendance, communicating with parents at the first indicator of poor attendance patterns before they develop into chronic absenteeism.

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

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

By implementing a Social Emotional Learning program to include crisis intervention, Trauma Informed Practices, Restorative Practices, PBIS, implicit bias awareness, and understanding how to serve Foster Youth our staff will be better prepared to support the social emotional needs of our students. According to CDE "There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers"

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

At Tierra Bonita Elementary School, school attendance will range from 93% to 95%. Schoolwide and classroom incentives and initiatives will be set to ensure students are motivated to attend school. Tierra Bonita Elementary School will continue to work closely with the District Attorney in cases that are deemed necessary.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Many students have attendance problems. Education provided to parents is essential. Parents are in need of information and training on how to assist their students with academics. Parent Workshop Series are provided throughout the school year to assist in helping our parents to understand the expectations their children are faced with. The intent of these workshops is for parents to continue educating their children even when they are at home.			
At Tierra Bonita Elementary School, school attendance will range from 93% to 95%. Schoolwide and classroom incentives and initiatives will be set to ensure students are motivated to attend school. Tierra Bonita Elementary School will continue to work closely with the District Attorney			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
in cases that are deemed necessary.			

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	50,915.00	0.00
Title I	112,003.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	50,915.00
Title I	112,003.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,403.00
2000-2999: Classified Personnel Salaries	6,900.00
4000-4999: Books And Supplies	100,615.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	50,915.00
1000-1999: Certificated Personnel Salaries	Title I	55,403.00
2000-2999: Classified Personnel Salaries	Title I	6,900.00
4000-4999: Books And Supplies	Title I	49,700.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christa Waldvogel	Principal
Robin Dace	Classroom Teacher
Joshua Hlopko	Classroom Teacher
Pam Martin	Classroom Teacher
Sandra Rojas	Other School Staff
Lydia Godniez	Parent or Community Member
Gina Gonzalez	Parent or Community Member
Flor Perez	Parent or Community Member
Josefina Sharp	Parent or Community Member
Rocio Sigala	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

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 11-2-18.

Attested:

	Principal, Christa Waldvogel on 11-15-18
	SSC Chairperson, Josefina Sharp on 11-15-18

Addendum

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program