



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Country Elementary School	34-73973-6032924	May 21, 2019	June 13, 2018

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

18-19 Title I Parent Surveys

18-19 Leader In Me Survey

18-19 Teacher Survey

Summary of findings: Teachers feel under prepared to adequately support students' social-emotional well-being. They also expressed a need for professional development in science, writing, PBL, and math. Parents do not necessarily value family nights or parent informational opportunities unless their students are involved in a presentation or activity. Parents feel that an enclosed campus would be safer. Parents value The Leader In Me and feel that it gives their child voice and choice and makes them feel more confident in their abilities.

Classroom Observations

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

Administration conducts annual, formal observations for each certificated teacher and informal observations throughout the year. Results indicate that teachers need and value continued support. Opportunities are provided to teachers to observe their peers deliver specific, direct instruction, classroom management, curriculum alignment, intervention strategies and assess student engagement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers participate in Professional Learning Communities where they analyze local assessment data to differentiate instruction to meet student needs. Teachers and support staff also access assessment data from ELPAC, CAASPP, and Universal Screeners, as well as trimester grades to review student performance and provide necessary interventions and extension. All assessment data is taken into consideration when developing schoolwide improvement goals.

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

As we annually review our achievement data, we are committed to improving and adjusting our RTI model. Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. We assess all students using universal screeners to identify students who may benefit from early intervention. Differentiated instruction and targeted intervention is delivered to small groups and individual students for 30 minutes per day, four days per week. Grade level Professional Learning Communities analyze data from formative and summative assessments throughout the year and use the information to adjust instructional groups to best support student needs. Instructional aides are used to provide academic support by pushing into the classroom and through more intensive, targeted pull-out groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

There are opportunities for teachers to assist in developing district goals and guidelines through participation on district committees. All teachers participate in PLC time on Mondays as well as monthly 3-hour collaboration meetings to become familiar with curriculum and instructional materials, explore instructional strategies and strategically plan for instruction. Teachers are encouraged to participate in professional development opportunities which are aligned with our school goals and initiatives.

All teachers receive initial training in the Seven Habits for Highly Effective People and on-going staff development in The Leader in Me, which provides them the knowledge they need to implement Leader In Me expectations to address both academic and social-emotional needs.

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

Staff development during staff meetings focuses on a variety of instructional strategies. A cadre of teachers attend district PD focused on the Wonders curriculum. Teachers continually implement Leader In Me strategies with ideas being shared during staff meetings and collaboration. Leader In Me serves as our school wide Tier I positive behavior support. Professional development for para-educators includes a series of specific topics presented by district personnel. Collaborative groups and the school Leadership Team are focusing on refining collaborative conversations specifically related to student progress, intervention and achievement.

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

All year 1 and year 2 teachers participate in a teacher induction program. The Lighthouse Leadership Team meets monthly to discuss MTSS, SWIFT-FIA and Leader In Me Lighthouse goals. Lighthouse goals are aligned with SPSA and LCAP goals to provide greater focus. The leadership team reaches out to other staff members during collaboration to communicate and model expectations related to student progress and achievement. Instructional walk-throughs and formal observations help identify strengths and improvement opportunities in order to have clear, constructive collaborations on teaching and learning. Student Study Team meetings are held to address students with academic, social and/or emotional needs which impede their learning. An ELD teacher and instructional assistant provide ELD support for those students not yet reclassified as English Language Proficient. A Resource Specialist, Inclusion Specialist, and an SDC teacher along with instructional specialists provide Tier II & Tier III support for students functioning below grade level. A Title I coordinator and instructional aides assist with Tier II support in reading and math during intervention and during the before school program.

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

Teachers collaborate on early out Mondays and approximately once per month for a 3 hour block (Kindergarten teachers have additional collaboration time on Mondays rather than monthly 3 hour blocks). During the monthly blocks, specialists will have the ability to participate in collaborative conversations to help support student learning. The Lighthouse Leadership team suggested one cross grade level collaboration each month in order to touch base with colleagues on grade level expectations and progress. Each group has a team leader who facilitates the discussion and introduces topics discussed at monthly Lighthouse meetings.

Teaching and Learning

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

Teachers use state/district adopted curriculum in ELA and Math. They devote attention to common core standards as they integrate social studies and science into their weekly lessons. Site level professional development has covered pacing guides, formative assessments, writing and units of study. Intervention schedules are designed to protect instruction in core curriculum. Teachers work on establishing PLC's as they follow the Leader In Me Lighthouse rubric. This is a framework for creating a leadership culture and aligns academic systems into existing programs and district structure.

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

Adherence to recommended instructional minutes in ELA and math has been established. Students requiring additional instruction are invited to attend the morning intervention program for math in addition to a 30 minute intensive intervention period during the school day for ELA. GATE students receive Tier II support once weekly in an after school program as well as being supported in Tier I through differentiated instruction.

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

Lesson pacing guides and practices have been discussed during district PD days. Our master schedule provides for 30-minute grade level RTI blocks to allow for differentiated instruction. Students needing additional Tier II and Tier III supports may receive additional push-in or pull-out service outside of the RTI block. Every effort is made to ensure that students are in attendance for core instruction. Students receive differentiated instruction during the RTI block. These groups remain flexible as progress is continually monitored and discussed during collaboration.

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

All students have access to standards-based instructional materials. Students access these materials in core instruction as well as through Tier II and Tier III supports. Title I services are integrated into our (RTI) block. They provide support and instruction for reading groups using district adopted curriculum. ELD and Special Education students who are targeted for Tier II or III intervention receive support through our school based program; classroom differentiated instruction included. The English Language Development (ELD) program is also closely tied into our RTI model. In addition to working with newcomers, the ELD instructional assistant teaches vocabulary development and language acquisition.

Students are recommended to receive additional before school instruction based on universal screeners and assessment scores. Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer supplemental tutoring to foster youth. Both program goals support student learning so that students can attain proficiency in reading and math.

GATE funds are used to offer students a weekly after school extended learning program.

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

All textbook adoptions are aligned with California Common Core standards. Students have standards based materials in all core areas. Other textbooks are used according to the standards and all instructional materials are appropriate for each grade level from TK-6th grade. All students have access to district adopted materials in addition to intervention materials including on-line software.

Opportunity and Equal Educational Access

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

An achievement goal is written specifically for our Title I students and English Language Learners. Title I students who qualify for an approaching intervention group are continually monitored to determine movement within levels. This assessment information is also used to monitor the effectiveness of our school program. These goals in turn are embraced by the students as they enter them in their Leadership Notebook and monitor their own progress as guided by their teacher. Students with IEPs have goals which are monitored by both a classroom teacher and a resource teacher. Curriculum is modified and differentiated based on students' progress and goals. Student Interventions to insure equal access include:

- *Adjustments within leveled groups for Tier I, II, or III support
- *Teachers help students modify and adjust their leadership goals
- *RTI 30 minute block for small group differentiated instruction
- *Provide UDL for Tier I instruction
- *Focus on Leader In Me Core Paradigms which develops the whole child including academics and social emotional behavior and well being
- *Arrange for attendance in the Title I TLC before school program for academic support
- *Universal Screeners and subsequent diagnostics including :Wonders Phonics Survey, reading fluency assessments, etc. will be administered with greater frequency for an accurate diagnosis and instructional placement.
- *CJUSD Family Resource Center offers much needed support at home by providing assistance through counseling, mental health and family health needs.
- *Student Success Plans to target specific student needs with related SMART goals
- *Comprehensive Student Study Teams are trained professionals who work together with families to develop an action plan to meet the academic and/or behavioral needs of the student.
- *Consistently teach the 7 Habits.

Evidence-based educational practices to raise student achievement

Information on John Hattie's effect-size continuum will be included in our site professional development. We will continue developing and implementing:

- *Development of Professional Learning Communities focused on common assessments, guaranteed and viable curriculum as it relates to student achievement.
- *Direct Instruction- integrate prior knowledge with visuals, scaffolding and clarity
- *Feedback
- *Cooperative and Collaborative learning
- *Collective teacher efficacy
- *Formative Assessments, self and peer assessments-students take responsibility for goals and their progress as they work toward these goals
- *Response to Intervention-RTI schedule with Tier II and III supports in place including ELD instruction as appropriate
- *Morning intervention program in math

Parental Engagement

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

Resources are available through the school and the district to assist under-achieving students. PTO meetings are held monthly inviting all teachers, parents, and stakeholders to support school events and initiatives, thus providing financial support and other resources to assist all students on campus. We partner with the United Way Experience Corps to mentor and tutor under-achieving students. Volunteers work with small groups of students twice weekly. ELAC meets three times a year in addition to District DELAC meetings. ELAC provides a platform for parents to express their concerns and ideas to both the school and the district, and to give input into the decisions of the School Site Council. The CJUSD Family Resource Center supports mental health and welfare needs of all students in our district. Superintendent's Advisory Council consists of parent representatives from all sites which meets monthly.

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

Through School Site Council, parents, teachers and staff participate in planning, implementing and evaluating school programs.

Funding

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

Title I funds support the intervention programs on our campus. These funds, and the guidelines as outlined in the goals of The School Plan for Student Achievement, facilitate the implementation of school-wide reform strategies and the analysis of data. Three days per week, this extended learning program targets students through universal screeners, progress monitoring and classroom assessments. Title I support is an integral part of our MTSS model, providing targeted group instruction through push in and pull out models outside of core instruction. Students are provided support in both ELA and math. The Title I model was developed to meet the needs of a population that depends primarily on teacher intervention as opposed to relying on additional help outside of school. The 30 minute systematic intervention enables the teacher to periodically assess students' progress and move them to an appropriately leveled group as necessary. At the Kindergarten level, students are exposed to the So Simple reading supplemental activities in addition to Wonders. This idea is based on the fact that students retain more information with kinesthetic activity. Aides periodically provide academic support to Kindergarten to help with assessments, letter/number recognition, and phonemic awareness.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school administrators, Title 1 coordinator, Lighthouse Leadership Team, and School Site Council reviewed survey data and provided input and feedback to help outline our SPSA budget and goals. As part of our School Site Council monthly meetings, the SPSA was reviewed to ensure understanding and agreement on goals and budget.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.6%	0.64%	3	4	4
African American	7.0%	7.5%	7.25%	44	47	45
Asian	2.9%	2.9%	3.06%	18	18	19
Filipino	1.9%	2.4%	1.93%	12	15	12
Hispanic/Latino	33.2%	32.0%	33.17%	208	200	206
Pacific Islander	1.0%	1.1%	1.45%	6	7	9
White	44.9%	43.8%	42.67%	281	274	265
Multiple/No Response	8.6%	%	%	54		
Total Enrollment				626	625	621

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	123	102	122
Grade 1	93	102	75
Grade 2	87	89	95
Grade3	71	89	94
Grade 4	93	67	87
Grade 5	87	91	67
Grade 6	72	85	81
Total Enrollment	626	625	621

Conclusions based on this data:

- Declining enrollment from Kindergarten to 1st grade and from 1st grade to 2nd grade, two out of three years.
- White and Hispanic/Latino student groups make up the largest portion of our enrollment.
- Hispanic/Latino population is increasing while the white population is decreasing.

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	152	158	132	24.3%	25.3%	21.3%
Fluent English Proficient (FEP)	40	25	52	6.4%	4.0%	8.4%
Reclassified Fluent English Proficient (RFEP)	24	2	29	15.4%	1.3%	18.4%

Conclusions based on this data:

1. The number of English Learners has slightly declined while the number of Fluent English Proficient student has more than doubled.
2. Changes in reclassification procedures have significantly impacted the number of students being reclassified from 2016-2017 to 2017-2018.
3. Is the RFEP number in 16-17 an error?

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	91	92	70	90	91	70	90	91	97.2	98.9	98.9
Grade 4	97	65	82	95	63	81	95	63	81	97.9	96.9	98.8
Grade 5	86	89	63	83	89	60	83	89	60	96.5	100	95.2
Grade 6	66	82	82	64	80	81	64	80	81	97	97.6	98.8
All Grades	321	327	319	312	322	313	312	322	313	97.2	98.5	98.1

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	2405.	2401.	2426.	11	14.44	26.37	24	18.89	24.18	34	34.44	21.98	30	32.22	27.47
Grade 4	2435.	2445.	2456.	6	14.29	22.22	26	30.16	24.69	24	17.46	19.75	43	38.10	33.33
Grade 5	2479.	2478.	2473.	14	7.87	10.00	22	32.58	26.67	30	26.97	21.67	34	32.58	41.67
Grade 6	2501.	2511.	2517.	8	6.25	7.41	31	35.00	34.57	27	33.75	39.51	34	25.00	18.52
All Grades	N/A	N/A	N/A	10	10.56	17.25	26	28.88	27.48	29	28.88	25.88	36	31.68	29.39

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	16	16.67	18.68	50	44.44	53.85	34	38.89	27.47
Grade 4	8	22.22	20.99	48	46.03	49.38	43	31.75	29.63
Grade 5	19	12.36	11.67	37	55.06	45.00	43	32.58	43.33
Grade 6	9	16.46	9.88	48	53.16	56.79	42	30.38	33.33
All Grades	13	16.51	15.65	46	49.84	51.76	41	33.64	32.59

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	14	14.44	31.87	51	52.22	38.46	34	33.33	29.67
Grade 4	8	15.87	19.75	60	53.97	48.15	32	30.16	32.10
Grade 5	17	17.98	21.67	46	51.69	41.67	37	30.34	36.67
Grade 6	13	10.13	19.75	56	50.63	50.62	31	39.24	29.63
All Grades	13	14.64	23.64	54	52.02	44.73	34	33.33	31.63

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	9	16.67	21.98	70	63.33	56.04	21	20.00	21.98
Grade 4	8	7.94	11.11	75	63.49	71.60	17	28.57	17.28
Grade 5	11	15.73	6.67	61	64.04	66.67	28	20.22	26.67
Grade 6	9	12.66	12.35	67	74.68	71.60	23	12.66	16.05
All Grades	9	13.71	13.74	69	66.36	66.13	22	19.94	20.13

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	14	6.67	24.18	57	56.67	58.24	29	36.67	17.58
Grade 4	8	15.87	19.75	63	55.56	53.09	28	28.57	27.16
Grade 5	23	17.98	18.33	63	52.81	45.00	14	29.21	36.67
Grade 6	22	20.25	25.93	64	58.23	59.26	14	21.52	14.81
All Grades	16	14.95	22.36	62	55.76	54.63	22	29.28	23.00

Conclusions based on this data:

1. Overall achievement rates indicate a 4.6% increase in percentage of students at or above standards in ELA. Emphasis on professional development and more familiarity with the Wonders program had a positive impact.
2. The percentage of students above standard in writing increased nearly 9% over the previous year.
3. The percent of students exceeding standard in overall achievement increased for all grades, 3rd-6th.

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	72	91	92	70	90	92	70	90	92	97.2	98.9	100
Grade 4	97	65	82	95	63	81	95	63	81	97.9	96.9	98.8
Grade 5	86	89	63	83	89	61	83	89	61	96.5	100	96.8
Grade 6	66	82	82	64	82	81	64	82	81	97	100	98.8
All Grades	321	327	319	312	324	315	312	324	315	97.2	99.1	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415	2398	2421	9	7.78	15.22	30	15.56	27.17	37	35.56	25.00	24	41.11	32.61
Grade 4	2448	2457	2438	6	11.11	7.41	18	20.63	11.11	46	47.62	43.21	29	20.63	38.27
Grade 5	2460	2458	2457	4	4.49	6.56	13	11.24	9.84	36	32.58	37.70	47	51.69	45.90
Grade 6	2480	2491	2505	5	4.88	7.41	20	19.51	19.75	31	36.59	37.04	44	39.02	35.80
All Grades	N/A	N/A	N/A	6	6.79	9.52	20	16.36	17.78	38	37.35	35.24	36	39.51	37.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	15.56	27.17	47	37.78	34.78	30	46.67	38.04
Grade 4	13	23.81	9.88	35	38.10	28.40	53	38.10	61.73
Grade 5	10	8.99	9.84	26	22.47	24.59	65	68.54	65.57
Grade 6	6	8.54	16.05	33	40.24	37.04	61	51.22	46.91
All Grades	13	13.58	16.51	35	34.26	31.75	52	52.16	51.75

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	11	11.11	23.91	53	51.11	40.22	36	37.78	35.87
Grade 4	9	15.87	12.35	42	46.03	49.38	48	38.10	38.27
Grade 5	7	6.74	9.84	36	46.07	44.26	57	47.19	45.90
Grade 6	3	4.88	3.70	47	51.22	55.56	50	43.90	40.74
All Grades	8	9.26	13.02	44	48.77	47.30	48	41.98	39.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	14.44	20.65	64	50.00	52.17	19	35.56	27.17
Grade 4	9	17.46	11.11	53	47.62	45.68	38	34.92	43.21
Grade 5	6	4.49	4.92	51	49.44	49.18	43	46.07	45.90
Grade 6	5	6.10	9.88	59	46.34	51.85	36	47.56	38.27
All Grades	9	10.19	12.38	56	48.46	49.84	34	41.36	37.78

Conclusions based on this data:

1. The percent of 4th grade students who have met or exceeded standards, and nearly met standard have decreased while the percent of students note meeting standards has significantly increased (18%).
2. The percent of students in grades 3, 5, and 6, who are above standard in math concepts and procedures, increased.
3. Scores are still low and Math will continue to be an area of emphasis this school year. There is a need for increased math intervention and PLC will begin looking closely at student progress in mathematics throughout the year.

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	1452.5	1462.8	1428.6	35
Grade 1	1444.3	1468.6	1419.3	16
Grade 2	1496.4	1505.0	1487.3	19
Grade 3	1493.3	1499.9	1486.3	25
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	1550.1	1552.0	1547.8	12
All Grades				125

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	16	45.71	*	*	*	*	*	*	35
Grade 1	*	*	*	*	*	*	*	*	16
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3	*	*	13	52.00	*	*	*	*	25
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*	*	*	*	*			12
All Grades	44	35.20	45	36.00	20	16.00	16	12.80	125

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	20	57.14	*	*	*	*	*	*	35
Grade 1	*	*	*	*	*	*	*	*	16
Grade 2	16	84.21	*	*			*	*	19
Grade 3	11	44.00	*	*	*	*	*	*	25
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*	*	*					12
All Grades	73	58.40	29	23.20	12	9.60	11	8.80	125

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	12	34.29	*	*	16	45.71	*	*	35
Grade 1	*	*	*	*	*	*	*	*	16
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3			*	*	*	*	*	*	25
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	12
All Grades	29	23.20	37	29.60	34	27.20	25	20.00	125

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	21	60.00	*	*	*	*	35
Grade 1	*	*	*	*	*	*	16
Grade 2	13	68.42	*	*	*	*	19
Grade 3	*	*	12	48.00	*	*	25
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			12
All Grades	63	50.40	51	40.80	11	8.80	125

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	20	57.14	*	*	*	*	35
Grade 1	*	*	*	*	*	*	16
Grade 2	17	89.47	*	*	*	*	19
Grade 3	18	72.00	*	*	*	*	25
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	11	91.67	*	*			12
All Grades	88	70.40	22	17.60	15	12.00	125

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	31.43	19	54.29	*	*	35
Grade 1	*	*	*	*	*	*	16
Grade 2	*	*	*	*	*	*	19
Grade 3			13	52.00	12	48.00	25
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	12
All Grades	31	24.80	57	45.60	37	29.60	125

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	16	45.71	13	37.14	*	*	35
Grade 1	*	*	*	*	*	*	16
Grade 2	*	*	12	63.16	*	*	19
Grade 3	*	*	12	48.00	*	*	25
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			12
All Grades	44	35.20	63	50.40	18	14.40	125

Conclusions based on this data:

1. 71% of students in all grades are at level 3 or 4 in Overall Language.
2. Written Language presents the biggest challenge to our EL students. Just 52% of students scored at level 3 or 4.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
621	72.8%	21.3%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	21.3%
Foster Youth	2	0.3%
Homeless	61	9.8%
Socioeconomically Disadvantaged	452	72.8%
Students with Disabilities	72	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	7.2%
American Indian	4	0.6%
Asian	19	3.1%
Filipino	12	1.9%
Hispanic	206	33.2%
Two or More Races	61	9.8%
Pacific Islander	9	1.4%
White	265	42.7%






Conclusions based on this data:

1. Hispanic and White students are the largest student groups.
2. English Learners make up 20% of our student population.
3. Socioeconomically Disadvantaged students make up nearly 73% of our student population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our suspension rate is a primary category of concern.
2. Chronic absenteeism will be addressed through changing the kindergarten schedule and expanding the use of independent study contracts. Incorporating a school incentive behavior program based on Classroom Dojo will support improved school conditions and climate and encourage regular attendance.
3. PLC work will strengthen teaching practices and student performance ELA and Math.

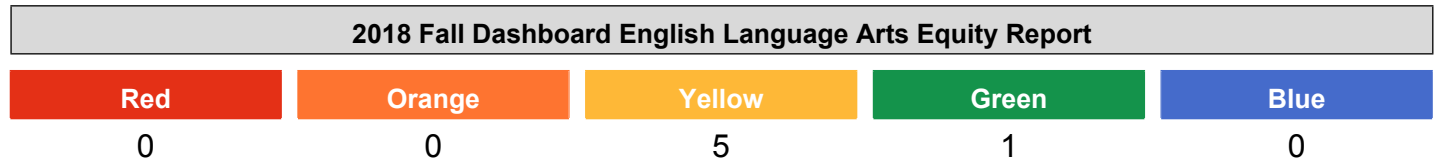
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 13.5 points below standard Increased 11.6 points 303 students	English Learners  Yellow 11.7 points below standard Increased 8.3 points 102 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 50.7 points below standard Declined -4.1 points 31 students	Socioeconomically Disadvantaged  Yellow 17.4 points below standard Increased 11.5 points 222 students	Students with Disabilities  Yellow 56.5 points below standard Increased 16.1 points 44 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 42.6 points below standard Increased 12.2 points 15 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 17.6 points above standard Declined -8.6 points 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Yellow 16.1 points below standard Increased 17.1 points 103 students	Two or More Races  Green 0.6 points below standard Increased 25.8 points 32 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 12.1 points below standard Increased 6.2 points 129 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 61.4 points below standard Increased 7.7 points 48 students	Reclassified English Learners 32.5 points above standard Increased 6.4 points 54 students	English Only 14.4 points below standard Increased 13.9 points 200 students
-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

Conclusions based on this data:

1. All student groups, with the exception of Homeless students, increased 8 points or more in ELA.
2. Our Asian subgroup is the only ethnic subgroup to show a decline.
3. All levels of English Learners showed an increase of 6 points or more.

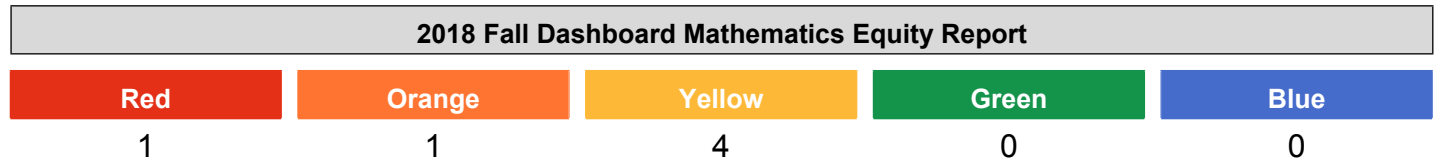
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 39.9 points below standard Increased 9 points 303 students	English Learners  Yellow 36.5 points below standard Increased 10.3 points 102 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 63.8 points below standard Declined -10.8 points 31 students	Socioeconomically Disadvantaged  Yellow 40.2 points below standard Increased 12.6 points 222 students	Students with Disabilities  Red 96.6 points below standard Maintained 1.9 points 44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 73.7 points below standard Increased 14.3 points 15 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 22.5 points above standard Increased 30.2 points 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Yellow 53.7 points below standard Increased 16 points 103 students	Two or More Races  Orange 35.2 points below standard Maintained 0.4 points 32 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 30.5 points below standard Increased 3.6 points 129 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 68.3 points below standard Increased 19.6 points 48 students	Reclassified English Learners 8.3 points below standard Maintained -0.1 points 54 students	English Only 41.3 points below standard Increased 8.5 points 200 students
---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Conclusions based on this data:

1. All subgroups increased or maintained with the exception of Homeless students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
125	35.2%	36%	16%	12.8%

Conclusions based on this data:

1. 71% of English Learners are at level 3 or level 4.
2. 29% of our students are at level 1 or level 2.
3. 52% of students are in level 2 or 3.

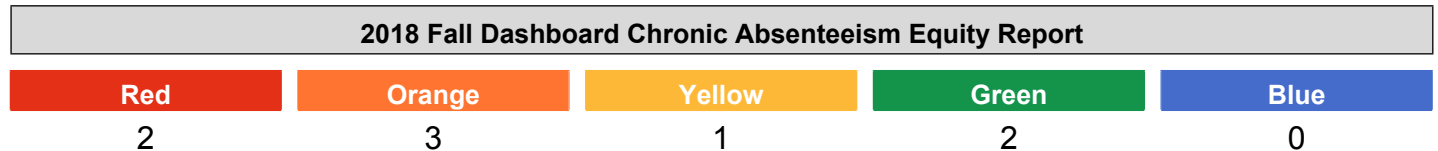
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 10.3% chronically absent Increased 1.4% 651 students	English Learners  Green 7.7% chronically absent Declined 0.8% 142 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Homeless  Red 22.7% chronically absent Increased 5.2% 66 students	Socioeconomically Disadvantaged  Orange 11.5% chronically absent Increased 2.2% 487 students	Students with Disabilities  Orange 17.2% chronically absent Increased 6.3% 87 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 16.7% chronically absent Increased 12.7% 48 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Asian  No Performance Color 4.2% chronically absent Increased 4.2% 24 students	Filipino  No Performance Color 15.4% chronically absent Increased 2.9% 13 students
Hispanic  Red 10.7% chronically absent Increased 3.1% 214 students	Two or More Races  Green 7.6% chronically absent Declined 0.5% 66 students	Pacific Islander  No Performance Color 0% chronically absent 11 students	White  Yellow 10.3% chronically absent Declined 0.6% 271 students

Conclusions based on this data:

1. Chronic absenteeism is a concern for the school as a whole, particularly with Homeless and Hispanic students.
2. 8/13 subgroups increased in chronic absenteeism.

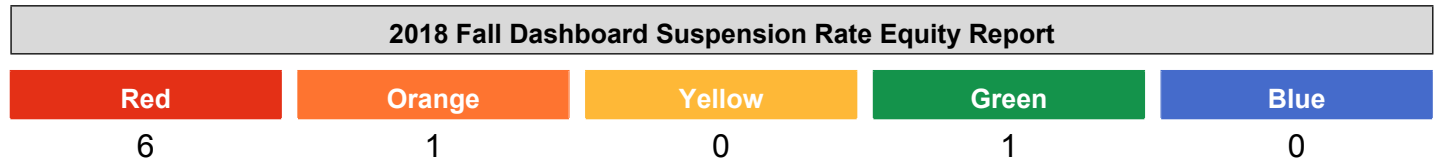
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 8.4% suspended at least once Increased 2.9% 665 students	English Learners  Green 0.7% suspended at least once Declined -0.5% 142 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 6 students
Homeless  Red 19.7% suspended at least once Increased 14.8% 66 students	Socioeconomically Disadvantaged  Red 9.1% suspended at least once Increased 2.8% 495 students	Students with Disabilities  Orange 6.8% suspended at least once Declined -0.7% 88 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.6% suspended at least once Increased 2.6% 51 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students	 No Performance Color 0% suspended at least once Declined -12.5% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 6.8% suspended at least once Increased 3.5% 221 students	 Red 10.3% suspended at least once Increased 1.6% 68 students	 No Performance Color 0% suspended at least once 11 students	 Red 8.4% suspended at least once Increased 4.3% 273 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.6% suspended at least once	5.5% suspended at least once	8.4% suspended at least once

Conclusions based on this data:

1. We need to focus on alternatives to suspension and addressing discipline in a different manner.
2. The suspension rate increased for 6/13 student groups.
3. Nearly 20% of Homeless and African American students were suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Increase overall student performance at or above standard on CAASPP Math by 18%.

Identified Need

Homeless students declined 10.8 points in math and are 64 points below standard.
An average of 73% of 3rd-6th grade students are below standard in overall achievement in math:
83.6 % of 5th grade students, 81.5% of 4th grade students, 76% of 6th grade students, and 57.6% of 3rd grade students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	78% of 3-6 grade students are below standard.	Increase the percentage of students at or above standard by 18% on 2020 CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development and collaboration will include but not be limited to conferences, sub costs, coaching and training, classroom peer observations and classroom supplies to better prepare teachers/administrators in strengthening math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title II Part A: Improving Teacher Quality
5000	Title I

1000

Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Homeless Students, Socio Economically Disadvantaged

Strategy/Activity

Continue before school intervention with priority given to math intervention using a variety of instructional strategies including but not limited to small group instruction, math games, and computer based instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students grades 1-5

Strategy/Activity

Continue Tier II grade level RTI Push in/pull out services for 30 minute blocks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

131106.51

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create school wide Wildly Important Goal for Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Of the actions outlined to meet Goal 1, all were implemented with the exception of adding Read Naturally Live and hiring two additional IA's. Universal screeners were adequate for initially identifying students who may need additional support but would be more beneficial if administered multiple times per year. The morning program utilized AR and students were successful in making growth on reading levels.

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

With two new administrators this year, the focus on pre-established goals fell short of expectations. We measured reading fluency rates across the school rather than targeting just students in intervention. We saved \$22,000 by not hiring additional aides. Instead of investing in Read Naturally, we invested in Lexia Core 5 to address gaps in reading foundational skills.

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.

One of our school's Wildly Important Goal focused on reading fluency: The percent of students at grade level in reading fluency will increase from 31% to 43% by May of 2019. We have made

inconsistent progress toward this goal due to varying Lexile levels which did not gradually increase on district benchmark assessments. At one benchmark measurement this year, 48% of students were on grade level, in April that rate fell to 36% of students on grade level. While reading fluency will remain a focus for us moving forward, this will not continue as a school goal at this time.

As for the mathematics portion of the goal for 2018-2019, we identified the need to focus on conceptual understanding and supporting the CA Math Framework and CCSS was more important than memorizing math facts. This change is reflected in our new goal for 2019-2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Through multi-tiered systems of support (MTSS) Center JUSD students will be college and career ready

Goal 2

Maintain STEAM rotation for 1st through 6th grade students to continue developing skills in science, technology, engineering, art, and mathematics. A new schedule for TK/K will allow weekly access to STEAM activities on Mondays. All rotation activities will be tied to the cross-cutting concepts of NGSS, mathematics, art, technology, and engineering.

Identified Need

STEAM education provides students with tools and methods to explore new and creative ways of problem-solving and connecting learning across disciplines, not just in isolation. Implementing STEAM principles into education allows for more understanding, innovation and a cohesive education in the classroom. STEAM education, including video broadcasting at the elementary school level establishes the foundation for CTE pathways available to students in CJUSD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in STEAM showcase	Establish baseline student participation numbers	10-15% of student population

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development and collaboration will include but not be limited to conferences, sub costs, coaching and training, and classroom peer observations to better prepare teachers/administrators in implementing NGSS and STEAM

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase and maintain equipment, materials and supplies for STEAM and art.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000

5000

Source(s)

Lottery: Instructional Materials

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in grades 1-6

Strategy/Activity

Hire Art and STEAM Consultants to support these portions of the STEAM rotation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Kindergarten

Strategy/Activity

Add two additional noon duty aides to supervise Kindergarten lunch. The addition of a lunch period for Kindergarten is part of the change of the Kindergarten schedule.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

STEAM rotations started on August 16 and went through May 23. All strategies were successfully implemented. Rotations allowed for teacher collaboration while students strengthened their skills in science, technology, engineering, art, and mathematics. Teachers loved having the extra time analyze student progress data, develop instructional pacing plans, and explore innovative teaching strategies.

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

Implementation and expenditures were commensurate with the established goal.

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.

In 2019-2020, changes will include: TK/K schedule change to allow for weekly STEAM activities and alignment of Next Generation Science Standards to all STEAM rotations and activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered System of Supports (MTSS)

Goal 3

Create a positive school climate for all stakeholders while reducing the number of behavior referrals.

Identified Need

We have a lack of school-wide expectations and consistency in addressing behavior as evidenced in behavior referrals and observations of student interactions. Our current expectations have not been clearly communicated to teachers, staff, and parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Positive School-wide Dojo Points	Tracking monthly positive points given to the school	1 point per teacher per day of school (Approximately 600 points per month)
Behavior referrals	134 total referrals to date	Reduce total referrals by 20% by May of 2020.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish consistency among stakeholders using a positive behavior matrix

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restructure referral protocols

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monthly Class Dojo incentive parties

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Communication with families through monthly flyers, class newsletters, auto-dialer messages, school web page, and frequent social media postings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Lottery: Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Led conferences to increase parent involvement/attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

200

Source(s)

Lottery: Instructional Materials

Lottery: Instructional Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Franklin Covey Annual Membership and student materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

School Site Council and PTO meetings, the weekly parent snapshot, social media posts, and student led conferences were all successful strategies. Parent attendance at SSC/PTO meetings averaged 14 people per meeting. The first month started with 11 people in attendance.

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

Efforts to restructure assemblies, evaluate family night offerings, and sending out notices in home languages are continuously works in progress.

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.

This goal of increasing attendance at PTO/SSC meetings will not be continued. However, the communication strategies used in the 2018-2019 school year will continue.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,906.51

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$188,106.51
Title II Part A: Improving Teacher Quality	\$5,000.00

Subtotal of additional federal funds included for this school: \$193,106.51

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

State or Local Programs	Allocation (\$)
General Fund	\$11,500.00
Lottery: Instructional Materials	\$9,300.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$20,800.00

Total of federal, state, and/or local funds for this school: \$213,906.51

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jason Farrel	Principal
Tracey Seivert	Other School Staff
Cera Impson	Parent or Community Member
Dawn Roland	Other School Staff
Monica Smith	Classroom Teacher
Jolinda Smith	Classroom Teacher
Tiffany Riddles	Parent or Community Member
Carroll Towe	Parent or Community Member
Warnessa Wilcox-Caballero	Parent or Community Member
Kourtney Hobart	Parent or Community Member
Allysha King	Parent or Community Member
Ashley Weigel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Lighthouse Leadership Team

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 May 21, 2019.

Attested:



Principal, Jason Farrel on May 21, 2019

SSC Chairperson, Allysha King on May 21, 2019

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019