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	Bollinger Canyon Elementary School
Address	2300 Talavera Dr. San Ramon, CA 94583
County-District-School (CDS) Code	07618046100952
Principal	Christine Offerman
District Name	San Ramon Valley Unified School District
SPSA Revision Date	December 9, 2018
Schoolsite Council (SSC) Approval Date	December 12, 2018
Local Board Approval Date	

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

Our Mission is to provide a safe and effective learning environment where academic excellence and individual differences are valued and encouraged. Our motto is "Enhancing a Successful Learning Environment through CARE – Collaboration, Achievement, Respect, and Enthusiasm". It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. Teachers and parents have a clear understanding of the school's academic targets from kindergarten through 5th grade. Our teachers are professional and require rigor and stamina in their classrooms. They believe that high expectations are the right of every child and not negotiable.

Bollinger Canyon Elementary is making great strides towards supporting 21st Century Learners and adopting California State Standards. You can see evidence of higher level thinking through STEM activities, art lessons that are infused throughout our campus project-based learning and lessons related to the Reader's and Writer's Workshop model. Technology is incorporated throughout the school through the use of Chrome Books, iPads and our computer lab. Our SDC classes utilize 1:1 iPads and Smart Boards to enhance the language acquisition goals of those students. All classrooms are equipped with document cameras and LCD projectors.

One very unique program in our school is our Intensive SDC program, consisting of children from pre-school to grade 5 with severe cognitive and behavioral challenges on the autistic spectrum. General education students receive empathy and disability awareness training that help them to engage positively and socially with this special group of students. This empathy awareness carries through into the general education classes and clearly has an impact on closing the Achievement Gap for our SDC students.

Bollinger Canyon has implemented Positive Behavior Systems (PBS). Our program is modeled after a research-based school wide behavioral support program that implements positive behavioral expectations and acknowledgement of those appropriate behaviors. All students know that the three rules of Bollinger Canyon is to be Safe, Respectful, and Responsible. From the moment you step onto the Bollinger Canyon campus you will truly sense the strength of community. We value education and keep a focus on supporting the whole child through our commitment and dedication towards creating a safe and effective learning environment for all children.

School Profile

Bollinger Canyon Elementary School is a suburban PreK-5 school nestled in the rolling hills of the San Ramon Valley. Our community has rapidly grown from its rural roots to become the main headquarters for multinational corporations, many of whom partner with Bollinger Canyon to expand learning opportunities for our students. Our neighborhood is home to people who desire to live in a family-oriented community where recreation and team sports, citizenship and scouts, and academic excellence and school are pivotal. Our school has a deep commitment to its families, which is reflected in a solid sense of community.

One very unique program in our school, is our Intensive SDC program, consisting of children from pre-school to grade 5 with severe cognitive and behavioral challenges on the autistic spectrum. General education students receive empathy and disability awareness training that help them to engage positively and socially with this special group of students.This empathy awareness carries through into the general education classes and clearly has an impact on closing the Achievement Gap for our SDC students.

In 2018 Bollinger Canyon Elementary achieved the distinction of becoming a California Distinguished School and in 2016 we were awarded the California Gold Ribbon and Academic Achievement Award.

From the moment you step onto the Bollinger Canyon campus you will truly sense the strength of community. We value education and keep a focus on supporting the whole child through our commitment and dedication towards creating a safe and effective learning environment for all children.

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

Both staff and parents have been included in the process of creating our Single Plan for Student Achievement. Staff members studied data of our School Engagement and Connectedness Survey, 3-year report of CAASPP Scores and a grade-level specific Multiple Measures report. Teachers met in cross-grade level teams to discuss their findings and draw conclusions. These findings were then shared at a subsequent staff meeting and discussed in partners. Teachers were asked to make a personal commitment to improving one aspect of the data, then grade levels met and were asked to do the same. Five of our six grade levels chose to support student's social/emotional needs as a grade-level commitment to the data. At our next staff meeting, teachers again met in cross-grade level groups to work through and propose goals. Each team presented their goal ideas to the staff and these ideas were consolidated into four basic goals. At the end of that meeting, teachers were given 3 colored dots to vote on their own goal priorities. These results were typed up and shared via email with all school staff. Teachers were given the opportunity to then provide feedback on the final version of the goals before making them official. Official goals were shared with Site Council, Bulldog Fund and PTA and officially approved.

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	0.2%	0.2%	0.55%	1	1	3
African American	1.7%	1.0%	1.28%	10	6	7
Asian	31.3%	34.5%	38.53%	190	199	210
Filipino	4.3%	4.0%	4.22%	26	23	23
Hispanic/Latino	12.5%	11.3%	11.01%	76	65	60
Pacific Islander	0.3%	0.5%	0.55%	2	3	3
White	42.0%	38.0%	33.39%	255	219	182
Multiple/No Response	7.7%	%	%	47		
			Total Enrollment	607	577	545

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten	103	78	67
Grade 1	87	98	79
Grade 2	105	91	96
Grade3	102	107	93
Grade 4	101	100	111
Grade 5	109	103	99
Total Enrollment	607	577	545

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	64	54	55	10.5%	9.4%	10.1%
Fluent English Proficient (FEP)	57	57	66	9.4%	9.9%	12.1%
Reclassified Fluent English Proficient	9	8	13	16.1%	12.5%	24.1%

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	103	104	90	102	104	90	102	104	90	99	100	100
Grade 4	96	98	105	94	96	104	94	96	104	97.9	98	99
Grade 5	110	100	96	110	100	96	110	100	96	100	100	100
All Grades	309	302	291	306	300	290	306	300	290	99	99.3	99.7

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2484.	2508.	2492.	48	65.38	55.56	28	22.12	25.56	19	7.69	12.22	5	4.81	6.67
Grade 4	2551.	2546.	2555.	63	59.38	65.38	27	22.92	25.96	9	12.50	5.77	2	5.21	2.88
Grade 5	2567.	2573.	2579.	41	46.00	54.17	43	40.00	26.04	12	8.00	15.63	5	6.00	4.17
All Grades	N/A	N/A	N/A	50	57.00	58.62	33	28.33	25.86	13	9.33	11.03	4	5.33	4.48

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	46	55.77	52.22	43	35.58	37.78	11	8.65	10.00
Grade 4	52	53.13	55.77	39	41.67	39.42	9	5.21	4.81
Grade 5	40	50.00	56.25	54	44.00	37.50	6	6.00	6.25
All Grades	46	53.00	54.83	46	40.33	38.28	8	6.67	6.90

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	47	69.23	50.00	47	25.00	43.33	6	5.77	6.67
Grade 4	62	55.21	64.42	36	40.63	31.73	2	4.17	3.85
Grade 5	63	68.00	63.54	29	25.00	30.21	8	7.00	6.25
All Grades	57	64.33	59.66	37	30.00	34.83	6	5.67	5.52

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	33	45.19	40.00	58	50.96	55.56	9	3.85	4.44
Grade 4	38	35.42	44.23	61	62.50	50.00	1	2.08	5.77
Grade 5	26	34.00	36.46	70	61.00	61.46	4	5.00	2.08
All Grades	32	38.33	40.34	63	58.00	55.52	5	3.67	4.14

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	42	64.42	41.11	50	30.77	52.22	8	4.81	6.67
Grade 4	60	55.21	53.85	36	39.58	44.23	4	5.21	1.92
Grade 5	60	51.00	51.04	37	45.00	45.83	3	4.00	3.13
All Grades	54	57.00	48.97	41	38.33	47.24	5	4.67	3.79

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	103	104	90	102	104	90	102	104	90	99	100	100
Grade 4	96	98	105	94	96	104	94	96	104	97.9	98	99
Grade 5	110	100	96	110	99	96	110	99	96	100	99	100
All Grades	309	302	291	306	299	290	306	299	290	99	99	99.7

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly 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**

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	2484.	2512.	2507.	36	57.69	56.67	46	32.69	27.78	13	7.69	12.22	5	1.92	3.33
Grade 4	2542.	2542.	2559.	45	45.83	58.65	39	35.42	31.73	15	16.67	8.65	1	2.08	0.96
Grade 5	2557.	2582.	2581.	38	53.54	52.08	26	25.25	26.04	29	19.19	17.71	6	2.02	4.17
All Grades	N/A	N/A	N/A	40	52.51	55.86	37	31.10	28.62	19	14.38	12.76	4	2.01	2.76

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	53	71.15	68.89	39	24.04	24.44	8	4.81	6.67
Grade 4	55	63.54	74.04	40	29.17	23.08	4	7.29	2.88
Grade 5	45	59.60	61.46	43	33.33	30.21	13	7.07	8.33
All Grades	51	64.88	68.28	41	28.76	25.86	8	6.35	5.86

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	54	69.23	63.33	41	29.81	34.44	5	0.96	2.22
Grade 4	46	44.79	60.58	52	50.00	36.54	2	5.21	2.88
Grade 5	40	51.52	55.21	49	43.43	37.50	11	5.05	7.29
All Grades	46	55.52	59.66	47	40.80	36.21	6	3.68	4.14

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	40	68.27	64.44	55	29.81	28.89	5	1.92	6.67
Grade 4	56	54.17	60.58	43	39.58	33.65	1	6.25	5.77
Grade 5	41	53.54	43.75	48	38.38	47.92	11	8.08	8.33
All Grades	45	58.86	56.21	49	35.79	36.90	6	5.35	6.90

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	1413.3	1420.9	1394.7	12
Grade 1	*	*	*	*
Grade 2	1454.0	1441.9	1465.9	15
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				55

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	*	*			*	*	*	*	12
Grade 1	*	*			*	*	*	*	*
Grade 2	*	*	*	*			*	*	15
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*			*	*	*
All Grades	29	52.73	12	21.82	*	*	*	*	55

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	*	*			*	*	*	*	12
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*	*	15
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*					*	*	*
All Grades	30	54.55	12	21.82	*	*	*	*	55

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
Grade 1	*	*			*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	15
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*	*	*
All Grades	23	41.82	14	25.45	*	*	*	*	55

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	11	73.33	*	*	*	*	15
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*
All Grades	33	60.00	14	25.45	*	*	55

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*
All Grades	32	58.18	12	21.82	11	20.00	55

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	23	41.82	20	36.36	12	21.82	55

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	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	29	52.73	17	30.91	*	*	55

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**
545	**6.8%**	**10.1%**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	55	10.1%
Homeless	2	0.4%
Socioeconomically Disadvantaged	37	6.8%
Students with Disabilities	89	16.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.3%
American Indian	3	0.6%
Asian	210	38.5%
Filipino	23	4.2%
Hispanic	60	11.0%
Two or More Races	57	10.5%
Pacific Islander	3	0.6%
White	182	33.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

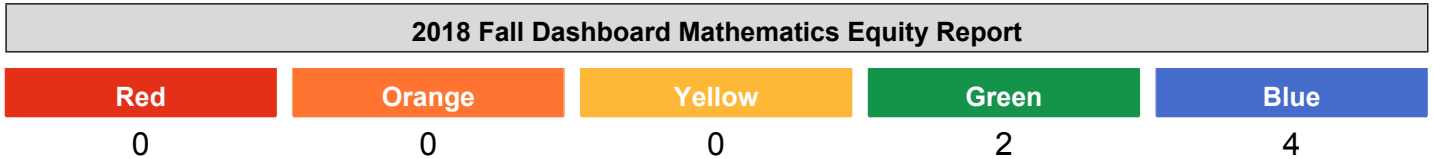**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	4

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	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
74.3 points above standard	32.4 points above standard	0 Students
Maintained 1.1 points	Declined -3 points	
287 students	37 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	18 points above standard	34.4 points above standard
2 students	Increased 21.4 points	Increased 16.6 points
	23 students	44 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	92.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Maintained -1.3 points	9 students
		108 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Green	No Performance Color	Blue
49.1 points above standard	68.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	66.8 points above standard
Maintained -1.9 points	Declined -10.1 points	2 students	Increased 3.6 points
41 students	32 students		91 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
11.4 points below standard	73.9 points above standard	77.1 points above standard
Increased 9.1 points	Increased 10.6 points	Maintained 1 points
18 students	19 students	219 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	4

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	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
66.6 points above standard	40.4 points above standard	0 Students
Increased 3.8 points	Declined -8.8 points	
287 students	37 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	9 points above standard	33.8 points above standard
2 students	Increased 6.1 points	Increased 14.6 points
	23 students	44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	89.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	1 students	Maintained -0.8 points	9 students
		108 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
40.1 points above standard	60.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	53.3 points above standard
Maintained 0.4 points	Maintained 1.3 points	2 students	Maintained 0.8 points
41 students	32 students		91 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
8.9 points above standard	70.3 points above standard	68 points above standard
Declined -15.5 points	Increased 8.7 points	Increased 4.3 points
18 students	19 students	219 students

Conclusions based on this data:

1.

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
55	52.7%	21.8%	10.9%	14.5%

**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

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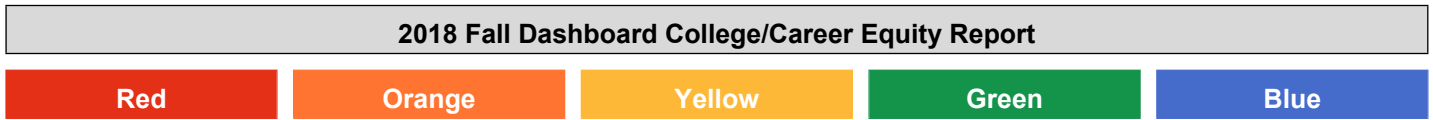
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

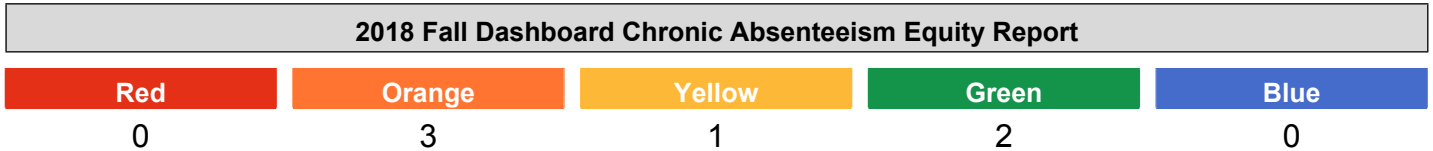| Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	2	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
6.1% chronically absent	3.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.2%	Increased 3.6%	0 students
561 students	55 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Orange
Less than 11 Students - Data Not Displayed for Privacy	2.4% chronically absent	13.3% chronically absent
2 students	Increased 2.4%	Increased 5%
	41 students	105 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.6% chronically absent	13% chronically absent
		Increased 3.6%	Increased 8.7%
8 students	4 students	216 students	23 students

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Orange
1.6% chronically absent	4.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7% chronically absent
Increased 1.6%	Declined 1.6%	3 students	Increased 0.8%
61 students	61 students		185 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.

School and Student Performance Data
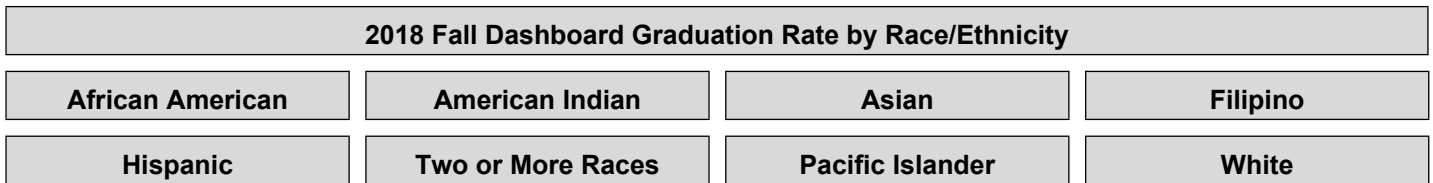
Conditions & Climate
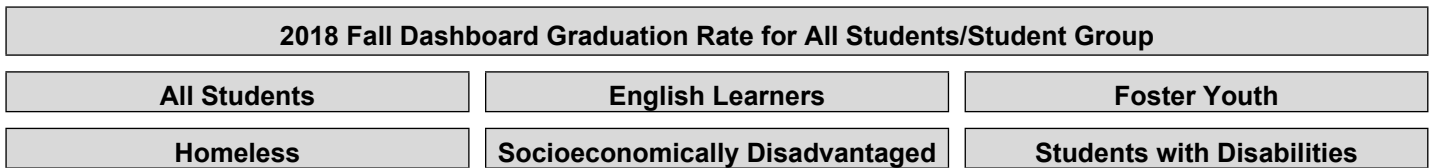## Suspension Rate

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

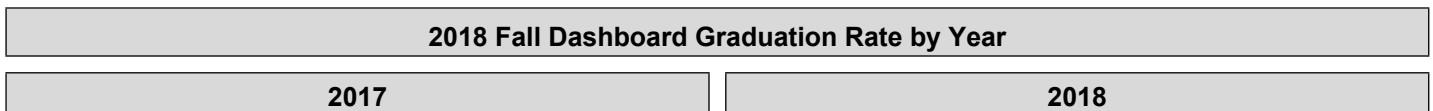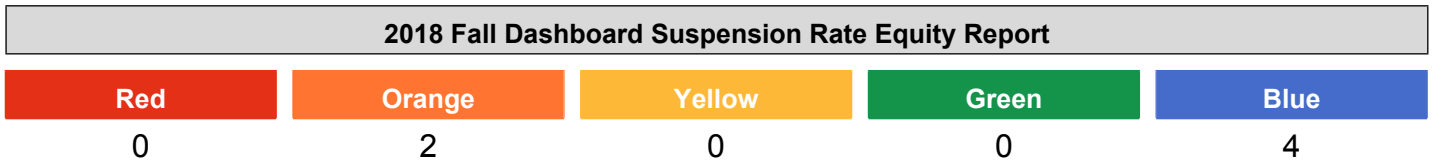| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	4

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	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.4% suspended at least once	0% suspended at least once	0 Students
Maintained 0%	Maintained 0%	
567 students	55 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Orange
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	1.9% suspended at least once
2 students	Maintained 0%	Increased 0.9%
	41 students	105 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
9 students	4 students	Maintained 0%	Maintained 0%
		219 students	23 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Blue
0% suspended at least once	1.6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	0.5% suspended at least once
Maintained 0%	Increased 1.6%	3 students	Maintained 0.1%
61 students	61 students		187 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.5% suspended at least once	0.3% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Common Core Implementation

Goal Statement

Plan and develop Professional Development focused on essential skills as they relate to the California State Standards.

LCAP Goal

Provide standards-based instructional materials (incl technology and assistive tech support) for all students and professional development for teachers.

Basis for this Goal

CAASPP data shows overall slight declines in achievement for ELA across the board and for math in grades 3 and 5. We are hoping to focus on Essential Standards so both staff and students will see improved achievement in these areas. In addition, we will be doing the same for science as our district adopts new science curriculum.

Planned Strategies/Activities

Strategy/Activity 1

Train teachers on GLAD (Guided Language Acquisition Design) Strategies

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2018

Person(s) Responsible

Principal, Kindergarten and 1st Grade Teacher, District TSA Support

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	None Specified
Description	Two teachers receive 8 days of targeted training on language acquisition design.

Strategy/Activity 2

District TSA Support for choosing essential standards

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, site TSAs, district TSAs

Proposed Expenditures for this Strategy/Activity

Amount	14764
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District TSAs who support Reading Recovery, Literacy, Intervention

Strategy/Activity 3

Teachers meet with TSAs and in grade level teams, as well as work with district colleagues to choose essential standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, TSAs, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Subs for teachers to take half days to work together on Essential Standards.

Strategy/Activity 4

Staff Conferences

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds for teachers to attend conferences (science)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Technology Integration

Goal Statement

Provide updated technology for all classrooms so students have equitable access to curriculum.

LCAP Goal

Provide standards-based instructional materials (incl technology and assistive tech support) for all students and professional development for teachers.

Basis for this Goal

Old equipment is needing to be replaced. We have an increased need for technology to accommodate student's CAASPP preparation and implementation, as well as to support the myriad of other programs we use to supplement curriculum (online reading, math and science programs, for example).

Planned Strategies/Activities

Strategy/Activity 1

Purchase Chromebook Carts.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Site Administrators, Tech support.

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Chromebook cart for 3rd grade.
Amount	12000
Source	Donations

Budget Reference	4000-4999: Books And Supplies
Description	Purchase Chromebook cart for 2nd grade.

Strategy/Activity 2

Continue to replace LCD projectors.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Principal, Site CSA

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Continue to support the replacement of LCD projectors as needed.

Strategy/Activity 3

Purchase new computer screens with QR code capability for computer lab

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Site Technology CSA

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase from Technology Donations

Strategy/Activity 4

Replace teacher computers

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - June 2019

Person(s) Responsible

District Technology

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Response to Intervention

Goal Statement

Create a more comprehensive RTI program that includes Tier 2 academic support school-wide.

LCAP Goal

Narrow the achievement gap among all subgroups in the areas of ELA and mathematics.

Basis for this Goal

Continued study of data shows the need for more targeted interventions in all academic areas in addition to social/emotional areas.

Planned Strategies/Activities

Strategy/Activity 1

Classroom paraeducators will provide Tier 1 and Tier 2 support in general education classrooms

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Principal, Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	99000
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries for 6 paraeducators

Strategy/Activity 2

Paraeducator Training on Leveled Literacy Intervention (LLI) Program

Students to be Served by this Strategy/Activity

Tier 2 identified students

Timeline

Jan. 2018

Person(s) Responsible

Principal, Site TSA, District TSAs, Tier 2 Intervention Paraeducators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Web-based ELA programs to support student learning

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 and ongoing

Person(s) Responsible

Principal, Site TSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Spelling City and Front Row
Amount	4400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	RazKids and Newsela

Strategy/Activity 4

Hire three additional paraeducators to create additional interventions for Tier 2 students in ELA and Math

Students to be Served by this Strategy/Activity

Tier 2 students

Timeline

Jan. 2018 - May 2019

Person(s) Responsible

Site TSA, Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	4320
Source	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Three paras will do 16 weeks of reading/math intervention to support Tier 2 students

Strategy/Activity 5

Barton Program

Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 students identified with dyslexic tendencies

Timeline

August 2018 and ongoing

Person(s) Responsible

Principal, Teachers, Barton Tutors

Proposed Expenditures for this Strategy/Activity

Amount	11,120
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Barton Tutor

Strategy/Activity 6

English Language Development Program

Students to be Served by this Strategy/Activity

Students identified as English Learners needing extra support per results on ELPAC standardized assessment

Timeline

Aug. 2018 and ongoing

Person(s) Responsible

Principal, Site TSA and Paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	10,7000
Source	Title III-LEP

Budget Reference	2000-2999: Classified Personnel Salaries
Description	ELD paraeducator

Strategy/Activity 7

Reading Intervention Program

Students to be Served by this Strategy/Activity

Tier 2 students identified as needing extra reading support

Timeline

Aug. 2018 and ongoing

Person(s) Responsible

Principal, Teachers, Paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	18,000
Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Intervention Paraeducator

Strategy/Activity 8

Implement Reading Recovery Program

Students to be Served by this Strategy/Activity

1st grade students identified through assessment as needing extensive intervention support

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Principal, District TSAs, Reading Recovery Teacher

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Reading Recovery materials in order to start program at Bollinger Canyon.

Strategy/Activity 9

Purchase additional books for classroom libraries

Students to be Served by this Strategy/Activity

All Students

Timeline
Aug. 2018 and ongoing

Person(s) Responsible
Site TSA and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies
Description	Additional district funding for classroom libraries

Strategy/Activity 10
Purchase additional science instructional materials

Students to be Served by this Strategy/Activity
All Students

Timeline
Aug 2018 and ongoing

Person(s) Responsible
Site TSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies
Description	Additional science materials purchased through district funding

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Safety and Connectedness

Goal Statement

Maintain current PBS program and enhance social/emotional education in classrooms so that all students feel safe, connected and ready for school.

LCAP Goal

Increase the percentage of students who feel connected to and safe at school and decrease overall percentage of suspensions and expulsions as well as the disparity among subgroups.

Basis for this Goal

California Healthy Kids Survey, District School Connectedness and Engagement Survey

Planned Strategies/Activities

Strategy/Activity 1

Provide ongoing support and training for character development, social- emotional curriculum and life skills curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 ongoing

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF Base
Budget Reference	4000-4999: Books And Supplies
Description	Books of the Month focusing on character traits for whole school.
Description	Words Matter Week, Red Ribbon Week Activities
Amount	8,000

Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Rainbow Room
Description	Leadership students provide monthly information on character traits at Flag Salute.
Amount	1500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Book of the Month focusing on character traits for whole school.
Amount	7,000
Source	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional district provided Rainbow support
Amount	1500
Source	LCFF Base
Description	Books of the Month
Amount	5000
Source	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Soul Shoppe Assemblies
Description	SCIP counselor to meet the needs of our Tier 2 social/emotional students

Strategy/Activity 2

PBS - ongoing school wide implementation

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 and ongoing

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1615

Source	LCFF Base
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	PAWS Shirts for entire school

Amount	400
Source	LCFF Base
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Student PBS Reward Box

Amount	1000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Additional PE equipment for recess

Amount	9600
Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Noon Duty Supervisors

Amount	4800
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional Noon Duty Supervisor

Amount	1785
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Student PAWS Shirts

Strategy/Activity 3

Continue implementation of Culturally and Linguistically Responsive Teaching and Learning (CLR) instructional cycles.

Students to be Served by this Strategy/Activity

All Students

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue to implement Digital Citizenship as a means of supporting positive behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Site TSA, Computer Instructional Assistant, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Implement targeted inclusion activities with our students with special needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Description	Special Buddies Program
Description	Monthly grade-level inclusion activities
Description	Autism Awareness school-wide event
Description	Disability Awareness school-wide event

Strategy/Activity 6

School Psychologist teaches Zones of Regulation lessons to K - 5 general education classrooms

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 - May 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	School Psychologist attend Social Thinking Conference

Strategy/Activity 7

Continued education to students and parents around the importance of school attendance and on-time behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018 and ongoing

Person(s) Responsible

Principal, Site TSA, Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

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

Expenditures by Funding Source

Funding Source	Amount
Donations	163,205.00
LCFF Base	48,115.00
LCFF Supplemental	18,020.00
Title I	28,164.00
Title III-LEP	107,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,015.00
1000-1999: Certificated Personnel Salaries	21,764.00
2000-2999: Classified Personnel Salaries	268,840.00
4000-4999: Books And Supplies	62,885.00
5000-5999: Services And Other Operating Expenditures	5,150.00
5800: Professional/Consulting Services And Operating Expenditures	350.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Donations	122,920.00
4000-4999: Books And Supplies	Donations	40,285.00
	LCFF Base	1,500.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	2,015.00
2000-2999: Classified Personnel Salaries	LCFF Base	27,600.00
4000-4999: Books And Supplies	LCFF Base	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	5,150.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	350.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	11,320.00
4000-4999: Books And Supplies	LCFF Supplemental	6,700.00
1000-1999: Certificated Personnel Salaries	Title I	21,764.00
4000-4999: Books And Supplies	Title I	4,400.00
None Specified	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title III-LEP	107,000.00

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

4 Parent or Community Members

Name of Members	Role
Christine Offerman	Principal
Kelly Hoffmann	Classroom Teacher
Cristy Schaad	Classroom Teacher
Linda Venturino	Classroom Teacher
Melissa Cohen	Parent or Community Member
Karen Morelli	Other School Staff
Jacquie Fanelli	Parent or Community Member
Bryan Gesicki	Parent or Community Member
Chirag Kathrani	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 12/12/18.

Attested:

	Principal, Christine Offerman on 12/12/18
	SSC Chairperson, Jacquie Fanelli on 12/17/18

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