

# 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
Toyon Elementary School	43 69377 6046403	11/6/19	12/10/19

## Purpose and Description

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

Schoolwide Program

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

Every year, the Berryessa Union School District (BUSD) brings together a large committee made up of district leadership, teachers, principals, California School Employees Association (CSEA), California Teachers Association of Berryessa (CTAB), and Teamsters representatives along with students and community members to create a strategic plan whose action items that are aligned to the district’s Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district’s multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district’s LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Toyon Elementary.

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# 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).

The community will participate in the Panorama surveys as a source of data gathering for the 2019-20 school year.

Students took the Panorama surveys in the Fall of 2019.

The student survey gathers feedback from students in grades 3 – 5 about their classroom experience. Decades of research have shown that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems.

The survey has a series of scales—groups of survey questions for students that capture different aspects of the same underlying theme—to allow educators to customize the survey with the topics they value most.

The comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset

Designed as a series of scales—groups of questions that capture different aspects of the same underlying theme—the Family-School Relationships Survey provides educators flexibility in measuring an array of aspects of parent attitudes.

The survey is designed to be used by principals, district staff, school boards, state departments of education, or parent/teacher organizations.

The feedback generated from this tool helps drive the academic, social and emotional programs for all students at our School. Designed as a series of scales—groups of questions that capture different aspects of the same underlying theme—the Family-School Relationships Survey provides educators flexibility in measuring an array of aspects of parent attitudes.

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## Classroom Observations

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

Classroom walk-throughs are regularly scheduled to provide information staff reflection on best practices.

The classroom walkthroughs help to ensure the following: that teachers are using standards based instruction, proactive classroom management strategies are being utilized, classroom environment is

conducive to student learning, a high level of student engagement is apparent, teachers are frequently checking for understanding, lesson planning is evident, and instructional delivery is sequential and well paced.

## **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)

The use of assessments to modify and improve student achievement is being selected and/or designed to correspond with the Common Core State Standards (CCSS). These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments may include reading, writing, math, ELPAC, CA Physical Fitness Test, NGSS Science CAST Testing this year. These assessments will assist and support with the planning for full implementation of CCSS in the 2018-19 school year

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

The school/district has monitoring system which includes curriculum-embedded assessments available as part of the language arts and math adopted programs. These assessments inform teachers and principals on student progress and effectiveness of instruction in all reading/language arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make instructional decisions that will improve instruction and student achievement. As a district, we are transitioning and developing district benchmarks, which will include curriculum-embedded assessments aligned with Common Core state Standards (CCSS) in both math and language arts. Currently, the district requires all students in Kindergarten-2nd grade to be assessed with Fountas and Pinnell Reading assessments.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Berryessa Union School District strives to become a high performing district. In order to reach this goal, we must ensure that there is an adequate supply of highly qualified and effective teachers, paraprofessionals and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts have resulted in significant improvements in the preparation, authorization and assignment of teachers throughout the district.

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

All Berryessa classrooms are staffed with highly qualified teachers. Teachers possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. Berryessa Union School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

We are utilizing SBE adopted ELA/ELD materials and a SBE adopted Common Core mathematics materials. Berryessa will also utilize our adoptions as well as supplemental materials and resources to access the Common Core State Standards (CCSS). All teachers are participating in professional development in the district and some outside of the district at SCCOE and with other professional organizations.

At district trainings on and off site, all staff are learning about utilizing current textbooks while shifting instructional practices to align with CCSS, as needed, selecting and utilizing supplemental resources that align with CCSS, and understanding CCSS in depth to further develop their current teaching practices. Teacher leads are trained in Mathematics, NGSS, ELA/ELD, and Technology and provide monthly ELD and ongoing support at all sites.

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

Two days of professional development were provided for all staff on August 13 and 14 focused on social emotional learning. A keynote speaker introduced strategies for promoting social emotional learning on the morning of August 13. Staff participated in two 3 hour break out sessions relevant to their classroom assignment. Each session related to creating a positive, culturally responsive instruction and inclusive classroom environment that promotes both social emotional and academic learning for all students. Each staff member was able to attend a 3 hour choice session. Topics for the choice sessions focused on technology, ELD instruction, student engagement, VAPA, authentic projects, restorative justice and optimal learning environments. Middle school science and social studies teachers received a full day of training on their new programs in lieu of two break out sessions. All elementary teachers were trained on the new standards-based report card and scoring guides for each subject. Middle school staff and classified staff received training on understanding gender. Classified staff and special education staff also received training related to social emotional learning by specialists in their field.

During the school year, teachers are released for additional training. At 6 elementary schools (BT, TY, VP, CW, LV, SD) TK - 3rd grade teachers participate in 3 full days of lesson planning to create integrated units of study that support ELD instruction. New elementary teachers receive a full day of training on performance based assessments assessments for literacy. Special education teachers receive 1-2 days of training on the District's dyslexia programs. Middle school science and social studies teachers are released for 1-2 days for training and collaborative planning using newly adopted curriculum. Middle school ELA teachers are released for two day to plan and score writing assessment. Middle school math teachers are released for a day to score math benchmark assessments. Elementary pilot teachers are released for 5 days of training on NGSS.

Special education teachers and specialist receive monthly training related to their job specialty and specialized instructional materials.

Teacher leadership teams in math, science, ELA/ELD and technology regularly after school. The focus during the 2019-2020 school year is on building a Multi-Tiered System of Support at each school. This includes building teachers understanding of strong Tier 1 instruction and appropriate interventions in each subject area. Monthly principals' meetings and site professional development focuses on reviewing data and developing interventions to support Tier 1 and 2 instruction.

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

Teachers participate in district driven professional development supported by teacher presenters who bring the information back to their sites. Each site has access to instructional coach(s) to support teachers in developing their instructional practices and support implementation of district initiatives including SEAL, new instructional materials and support in lesson implementation. The district collaborates with the SVMII (Silicon Valley Math Initiative), Sobrato Center (for SEAL) and the East Side Alliance which provide instructional assistance and support for math and ELL student strategies.

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

Teacher Collaboration is an integral part of our district's culture. We understand that to improve student achievement teachers must collaborate to make a more consistent and cohesive instructional program for our Berryessa students. Teacher collaboration varies at different school sites but is an expected part of our professional development. Our district PD days have built in collaboration times to focus on the specific topic being presented. Teacher release days by grade level are utilized by the district and school site. By having these release days teachers can work in grade level groups that are either site specific or an entire grade level across the district. In addition to these PD times our teachers and/or site leadership are offered various opportunities to participate in learning communities on a variety of topics. Some of these span across districts to allow for a broader scope of learning. All of our teacher collaboration has an element of data to drive conversations. Data is presented in different forms that can best relate to the ongoing work and process of these groups and topics. This data comes from state and district assessments, formative and summative assessments, and formal and informal observations. The collaboration groups work to improve instruction and increase student achievement.

## Teaching and Learning

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

The Berryessa Union School District's Board of Trustees Board Policy 6010 guides the programs and instruction delivered to all students grades K – 8th in BUSD including general education, special education and English Learner students. Among the guarantees the board has adopted, is the dedication to providing all students with the supports and education necessary to promote strong communication skills. The district office provides professional development opportunities for all teachers in both the methodologies of good teaching practices as well as how to utilize the board adopted materials for instruction. Under the guidance of the Board, BUSD has continuously adopted curricular materials which are board approved and aligned with the State of California Content standards.



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

Toyon Elementary school complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for reading/language arts are 60 minutes for kindergarten, 90 minutes for grades 1 through 5, and 90 minutes

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The daily guidelines for mathematics are 45 minutes for kindergarten, 60 minutes for grades 1 through 5, and 60 minutes

The daily guidelines for each subject in Middle School is 55 minutes daily and 40 minutes on minimum days.

Those students in need of Math or Language arts intervention is scheduled into a support class that replaces their elective

Adherences to the recommended guidelines are:

The alignment of daily classroom instruction to CCSS

Utilize state adopted texts and resources to align classroom instruction to CCSS

Weekly Lesson plans

Grade level planning and collaboration

Deep understanding of CCSS

On-going professional development

Development of units of study

Classroom assessments

School wide assessments

District assessments

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

The district has put together Curriculum Committees for math, ELA, and Science to create frameworks, pacing guides, and assessments. The committees also discuss curriculum and areas of focus for professional development trainings.

A SST protocol has been put into place to ensure struggling students are properly identified and are given immediate interventions.

Teachers are trained on a variety of instructional strategies to make sure all levels of students are receiving instruction at their target level through differentiation.

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

To comply with California Education Code 35186 in regards to textbooks and curricular materials, BUSD must provide sufficient textbooks and instructional materials for each pupil, including English learners and students with special needs. Textbooks and/or instructional materials must be available to students to use in the classroom and to take home. All students receive SBE approved grade-level textbooks and consumable workbooks in ELA, Math, and Science even though elementary science is not yet in alignment with NGSS and frameworks:

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas.

CDE Price List of Adopted Instructional Materials <http://www3.cde.ca.gov/impricelist/implsearch.aspx>

CDE Schedule for Curriculum Framework and Instructional Materials Adoptions  
<http://www.cde.ca.gov/ci/cr/cf/documents/frwkdevsch.doc>

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

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades K-5 is provided with grade level appropriate textbooks in core curricular areas:

**LANGUAGE ARTS:**

TK - 6 Benchmark Education © 2017 Benchmark Advance (BUSD 05-08-17)

6 - 8 Houghton Mifflin Harcourt © 2017 California Collections (BUSD 05-08-17)

**MATH:**

K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15)

3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)

**SCIENCE:**

K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007)

**SOCIAL SCIENCE/ HISTORY:**

K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits, Sonday System 1 and Sonday System 2 for dyslexia..

Our mission is to provide all students with the skills to become lifelong learners and successful 21st century global citizens. We work with research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers, positive reinforcement and recognition.

District curriculum teams for math, English language arts, and science align adopted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review, California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social emotional health of our students through data on truancy, suspensions, Panorama student, parent and staff survey, and Project Cornerstone survey. We use these to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the East Side Alliance, and Sobrato Early Academic Language Program.

Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year such as Family Math Night, Harvest Festival, Science nights, etc.

## Opportunity and Equal Educational Access

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

Teachers are proactive in providing a successful academic experience for all students.

Services provided by the regular education program that enable underperforming students to meet standards may include, but are not limited to the following: a Common Core State Standards (CCSS) aligned curriculum in all grades which includes assessments to inform and differentiate instruction, English Language Development curriculum, Title I program assistance. Our teachers and support staff collaborate frequently to ensure success for all students. Teachers use classroom strategies that are differentiated, which includes small group instruction to frontload, re-teach, and model concepts that support the curriculum.

In addition, the teacher is supported with monthly professional development and access to Teachers on Special Assignment (TOSAs). The teacher and principal meet throughout the year to discuss and monitor student performance. Targeted students work toward academic goals one-on-one and small group support. performance.

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## Evidence-based educational practices to raise student achievement

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits, Sonday System Let's Play Learn, Sonday System 1 and Sonday System 2 for dyslexia

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District curriculum teams for math, English language arts, and science align adopted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review, California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social emotional health of our students through data on truancy, suspensions, Panorama student, parent and staff survey, and Project Cornerstone survey. We use these to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the East Side Alliance, and Sobrato Early Academic Language Program.

Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year.

## Parental Engagement

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

Academic assessments are used to diagnose and differentiate student learning and address the needs of underachieving students to meet the district and state expectations. In addition, district adopted materials are utilized to adapt and support alignment with Common Core State Standards (CCSS) and facilitate student learning to master grade level standards. The school also offers extended day learning opportunities within the school year to address the needs of underachieving students.

The district and school sites design staff development and professional collaboration aligned with CCSS instructional materials to assist underachieving students. District and the schools have active parent leadership groups including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the involvement of parents focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologists and Social Workers are available at all schools to work directly with students and families most at risk of not achieving academic proficiency.

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)

Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan for English Learners. With information from the principal, the committee learns about the needs of English learners in our school and ensures the EL Master Plan addresses those needs. The school also has at least one representative who participates at the district level in DELAC, the District English Learner Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. Information is provided in the parent's home language, where possible.

## Funding

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

Categorical funds are used to provide services to assist underperforming students in meeting the standards during the instructional day and before and after school using SBE approved materials.

Some of the added programs are pull-out time using instructional aides, technology support, after school intervention, homework clubs, parent meetings and workshops, and Summer school.

Teachers are trained in utilizing a variety of instructional strategies to ensure all students are being serviced through differentiated instruction.

Instructional coaches have been hired to support each school site with SBE adopted materials, technology, instructional models and instructional strategies.

## Fiscal support (EPC)

Toyon Elementary School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading/English Language Arts, English Language Development (ELD), Mathematic, and the Single Plan for Student Achievement (SPSA).

Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council (SSC) helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

## 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 principal works throughout the year with the School Site Council (SSC), English Language Advisory Committee (ELAC), and school staff to evaluate program effectiveness and prioritize expenditures based on the school's current and anticipated needs.

## Resource Inequities

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

Berryessa Union School District's funding resources have decreased this school year based on our district not meeting the 55% threshold to qualify for concentration funds. The Local Control Funding Formula (LCFF) that was created to help close the achievement gap among our English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students continues to persist. LCFF funding has decreased despite student population growth. In addition, sites have limited funding to provide additional resources that these specific students need in order to close the academic achievement gap.





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	3.2%	1.56%	1.03%	10	5	3
Asian	28.6%	27.19%	29.79%	89	87	87
Filipino	8.7%	7.81%	7.19%	27	25	21
Hispanic/Latino	46.6%	47.50%	48.97%	145	152	143
Pacific Islander	%	0.31%	0.34%		1	1
White	7.4%	7.81%	6.16%	23	25	18
Multiple/No Response	%	%	%			
Total Enrollment				311	320	292

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	99	100	69
Grade 1	50	48	41
Grade 2	59	47	48
Grade3	32	55	51
Grade 4	33	31	53
Grade 5	38	39	30
Total Enrollment	311	320	292

### Conclusions based on this data:

1. Overall student enrollment declined last year.
2. Over 50% of students in kinder during the 2017-2018 school year did not return during the 2018-2019 school year. This is due to TK students moving to their home schools.
3. Students in grades 2-3 have returned to Toyon each school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	120	122	100	38.6%	38.1%	34.2%
Fluent English Proficient (FEP)	15	9	8	4.8%	2.8%	2.7%
Reclassified Fluent English Proficient	12	1	2	9.4%	0.8%	1.6%

### Conclusions based on this data:

1. One third of Toyon students are English Learners.
2. 8% of those students are initially classified Fluent English Proficient.
3. After a decline in students who are Reclassified Fluent English Proficient, Toyon has increased the number of students reclassified by 100%.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31	55	50	31	54	46	31	54	46	100	98.2	92
Grade 4	33	30	50	33	29	50	33	29	50	100	96.7	100
Grade 5	37	38	30	36	38	30	36	38	30	97.3	100	100
All	101	123	130	100	121	126	100	121	126	99	98.4	96.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2330.	2361.	2404.	0.00	5.56	21.74	9.68	11.11	28.26	12.90	27.78	8.70	77.42	55.56	41.30
Grade 4	2414.	2387.	2404.	12.12	3.45	8.00	9.09	10.34	22.00	27.27	24.14	18.00	51.52	62.07	52.00
Grade 5	2448.	2427.	2436.	13.89	2.63	6.67	22.22	15.79	13.33	19.44	26.32	20.00	44.44	55.26	60.00
All Grades	N/A	N/A	N/A	9.00	4.13	12.70	14.00	12.40	22.22	20.00	26.45	15.08	57.00	57.02	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.23	5.56	21.74	29.03	48.15	39.13	67.74	46.30	39.13
Grade 4	15.15	10.34	10.00	45.45	37.93	50.00	39.39	51.72	40.00
Grade 5	19.44	2.63	3.33	38.89	47.37	43.33	41.67	50.00	53.33
All Grades	13.00	5.79	12.70	38.00	45.45	44.44	49.00	48.76	42.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	5.56	17.39	16.13	25.93	36.96	83.87	68.52	45.65
Grade 4	6.06	3.45	10.00	39.39	31.03	46.00	54.55	65.52	44.00
Grade 5	13.89	5.26	13.33	41.67	39.47	43.33	44.44	55.26	43.33
All Grades	7.00	4.96	13.49	33.00	31.40	42.06	60.00	63.64	44.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.23	7.41	26.09	45.16	62.96	56.52	51.61	29.63	17.39
Grade 4	6.06	0.00	4.00	60.61	65.52	56.00	33.33	34.48	40.00
Grade 5	11.11	0.00	6.67	58.33	57.89	50.00	30.56	42.11	43.33
All Grades	7.00	3.31	12.70	55.00	61.98	54.76	38.00	34.71	32.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	7.41	19.57	38.71	46.30	39.13	61.29	46.30	41.30
Grade 4	9.09	3.45	8.00	66.67	58.62	34.00	24.24	37.93	58.00
Grade 5	22.22	5.26	16.67	36.11	47.37	23.33	41.67	47.37	60.00
All Grades	11.00	5.79	14.29	47.00	49.59	33.33	42.00	44.63	52.38

**Conclusions based on this data:**

1. 20% of 5th grade students met or exceeded overall in ELA. This is up from 18.42% met or exceeded last year.
2. 30% of 4th grade students met or exceeded overall in ELA. This is up from 13.79% met or exceeded last year.
3. 50% of 3rd grade students met or exceeded overall in ELA. This is up from 16.67% met or exceeded last year.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31	55	49	31	54	47	31	54	46	100	98.2	95.9
Grade 4	32	30	50	32	29	50	32	29	50	100	96.7	100
Grade 5	37	38	30	36	38	30	36	38	30	97.3	100	100
All	100	123	129	99	121	127	99	121	126	99	98.4	98.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2348.	2372.	2402.	6.45	5.56	13.04	9.68	11.11	26.09	22.58	29.63	21.74	61.29	53.70	39.13
Grade 4	2416.	2397.	2412.	0.00	10.34	4.00	28.13	10.34	10.00	28.13	24.14	30.00	43.75	55.17	56.00
Grade 5	2476.	2430.	2426.	25.00	0.00	10.00	5.56	15.79	3.33	30.56	23.68	23.33	38.89	60.53	63.33
All Grades	N/A	N/A	N/A	11.11	4.96	8.73	14.14	12.40	14.29	27.27	26.45	25.40	47.47	56.20	51.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.90	11.11	19.57	12.90	27.78	34.78	74.19	61.11	45.65
Grade 4	0.00	10.34	8.00	34.38	17.24	26.00	65.63	72.41	66.00
Grade 5	30.56	2.63	10.00	11.11	26.32	13.33	58.33	71.05	76.67
All Grades	15.15	8.26	12.70	19.19	24.79	26.19	65.66	66.94	61.11

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.45	12.96	23.91	32.26	33.33	41.30	61.29	53.70	34.78
Grade 4	12.50	10.34	4.00	43.75	27.59	40.00	43.75	62.07	56.00
Grade 5	16.67	2.63	10.00	50.00	44.74	30.00	33.33	52.63	60.00
All Grades	12.12	9.09	12.70	42.42	35.54	38.10	45.45	55.37	49.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.45	7.41	28.26	32.26	44.44	36.96	61.29	48.15	34.78
Grade 4	18.75	6.90	8.00	28.13	37.93	36.00	53.13	55.17	56.00
Grade 5	13.89	2.63	6.67	38.89	34.21	33.33	47.22	63.16	60.00
All Grades	13.13	5.79	15.08	33.33	39.67	35.71	53.54	54.55	49.21

**Conclusions based on this data:**

1. 13.33% of 5th grade students met or exceeded overall in Math. This is down from 15.79% met or exceeded last year.
2. 14% of 4th grade students met or exceeded overall in Math. This is down from 20.68% met or exceeded last year.
3. 33.13% of 3rd grade students met or exceeded overall in Math. This is up from 16.67% met or exceeded last year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1404.7	1424.7	1414.0	1433.9	1383.0	1403.2	47	19
Grade 1	1464.5	1459.3	1454.3	1461.5	1473.9	1456.6	11	19
Grade 2	1493.4	1490.6	1485.3	1484.2	1501.0	1496.6	21	11
Grade 3	1478.9	1480.4	1468.2	1472.5	1489.0	1487.7	18	15
Grade 4	1495.3	1511.4	1497.7	1505.0	1492.2	1517.1	14	15
Grade 5	1517.5	1510.5	1520.1	1507.2	1514.2	1513.4	13	14
All Grades							124	93

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.53	31.91	42.11	34.04	36.84	23.40	10.53	47	19
1	*	15.79	*	31.58	*	42.11	*	10.53	11	19
2	52.38	27.27	*	45.45	*	18.18	*	9.09	21	11
3	*	13.33	*	33.33	*	26.67	*	26.67	18	15
4	*	20.00	*	53.33	*	13.33	*	13.33	14	15
5	*	7.14	*	50.00	*	21.43	*	21.43	13	14
All Grades	21.77	15.05	32.26	41.94	25.00	27.96	20.97	15.05	124	93

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.53	38.30	63.16	29.79	15.79	*	10.53	47	19
1	*	10.53	*	47.37	*	26.32		15.79	11	19
2	52.38	27.27	*	54.55	*	9.09		9.09	21	11
3	*	13.33	*	40.00	*	20.00	*	26.67	18	15
4	*	20.00	*	60.00	*	20.00	*	0.00	14	15
5	*	35.71	*	50.00	*	7.14	*	7.14	13	14
All Grades	31.45	18.28	32.26	52.69	24.19	17.20	12.10	11.83	124	93

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	26.32	44.68	57.89	31.91	10.53	47	19
1	*	15.79	*	31.58	*	21.05	*	31.58	11	19
2	52.38	9.09	*	54.55	*	18.18	*	18.18	21	11
3	*	6.67	*	20.00	*	40.00	*	33.33	18	15
4		13.33	*	26.67	*	33.33	*	26.67	14	15
5	*	7.14	*	14.29	*	57.14	*	21.43	13	14
All Grades	19.35	9.68	20.97	27.96	31.45	38.71	28.23	23.66	124	93

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.94	10.53	38.30	73.68	*	15.79	47	19
1	*	26.32	*	68.42		5.26	11	19
2	66.67	63.64	*	27.27	*	9.09	21	11
3	*	33.33	*	46.67	*	20.00	18	15
4	*	20.00	*	73.33	*	6.67	14	15
5	*	7.14	*	85.71	*	7.14	13	14
All Grades	46.77	24.73	40.32	64.52	12.90	10.75	124	93

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.79	57.45	68.42	29.79	15.79	47	19
1	*	5.26	*	78.95		15.79	11	19
2	*	9.09	57.14	81.82	*	9.09	21	11
3	*	20.00	*	53.33	*	26.67	18	15
4	*	40.00	*	53.33	*	6.67	14	15
5	*	57.14	*	28.57	*	14.29	13	14
All Grades	31.45	23.66	50.00	61.29	18.55	15.05	124	93



Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	5.26	63.83	89.47	23.40	5.26	47	19
<b>1</b>	*	21.05	*	42.11	*	36.84	11	19
<b>2</b>	52.38	27.27	*	63.64	*	9.09	21	11
<b>3</b>	*	20.00	*	40.00	*	40.00	18	15
<b>4</b>		13.33	*	53.33	*	33.33	14	15
<b>5</b>	*	14.29	*	50.00	*	35.71	13	14
<b>All Grades</b>	22.58	16.13	50.00	56.99	27.42	26.88	124	93

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	26.32	27.66	47.37	51.06	26.32	47	19
<b>1</b>	*	21.05	*	57.89	*	21.05	11	19
<b>2</b>	*	9.09	57.14	72.73		18.18	21	11
<b>3</b>	*	6.67	61.11	66.67	*	26.67	18	15
<b>4</b>		6.67	*	80.00	*	13.33	14	15
<b>5</b>	*	0.00	*	64.29	*	35.71	13	14
<b>All Grades</b>	23.39	12.90	47.58	63.44	29.03	23.66	124	93

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	52.7	34.2	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	100	34.2
Homeless	1	0.3
Socioeconomically Disadvantaged	154	52.7
Students with Disabilities	64	21.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
Asian	87	29.8
Filipino	21	7.2
Hispanic	143	49.0
Two or More Races	19	6.5
Pacific Islander	1	0.3
White	18	6.2





### Conclusions based on this data:

1. Over 50% of Toyon student population are socioeconomically disadvantaged.
2. Over 1/3 of Toyon's student population are English learners.
3. 47.5% of Toyon students are in the Hispanic subgroup.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Students are performing in lowest performance level in ELA on the SBAC.
2. Chronic absenteeism rate has maintained at 8.3% of students chronically absent.
3. Suspension rate is at the second lowest performance level. 2.9% of the student population were suspended.

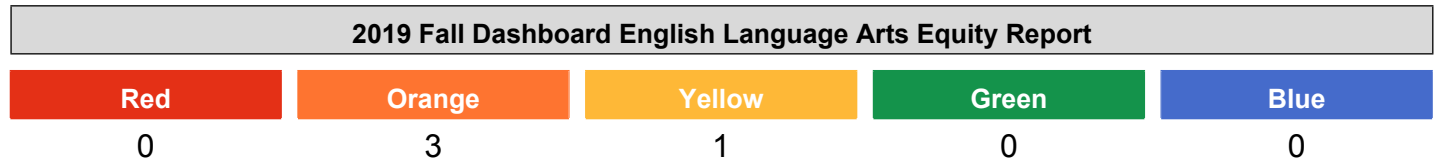
# School and Student Performance Data

## 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 53.1 points below standard Increased Significantly ++20.8 points 124	 Yellow 64.2 points below standard Increased Significantly ++16.6 points 51	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 82.4 points below standard Increased ++7 points 76	 Orange 116.8 points below standard Increased Significantly ++21.3 points 38

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 14.4 points below standard Increased Significantly ++32.5 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 77.5 points below standard Increased ++5.3 points 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.6 points below standard Declined -12.4 points 40	75.5 points above standard 11	49.8 points below standard Increased Significantly ++25 points 71

#### Conclusions based on this data:

- Students at Toyon showed a decline in the ELA SBAC in all subgroups.
- The greatest decline with our Hispanic subgroup.
- Current English Learners increased by 20.5 points.

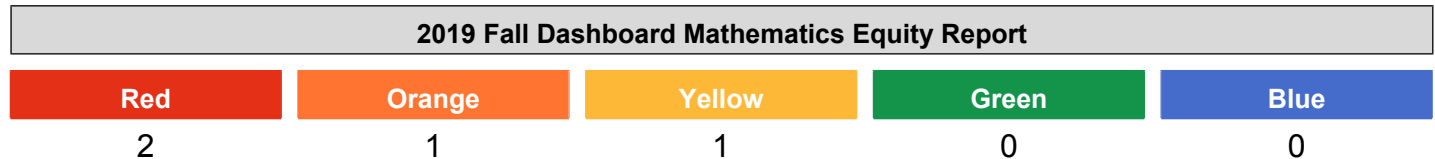
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  <p>Yellow</p> <p>66.9 points below standard</p> <p>Increased ++13.1 points</p> <p>124</p>	<b>English Learners</b>  <p>Yellow</p> <p>58 points below standard</p> <p>Increased Significantly ++19.5 points</p> <p>51</p>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  <p>Red</p> <p>96.3 points below standard</p> <p>Maintained -1.6 points</p> <p>76</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>142.2 points below standard</p> <p>Increased ++13.3 points</p> <p>38</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  No Performance Color 18.6 points below standard Maintained 0 points 35	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Red 98 points below standard Maintained ++2 points 67	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 89.4 points below standard Declined -8 points 40	<b>Reclassified English Learners</b> 56 points above standard 11	<b>English Only</b> 74.8 points below standard Increased ++12.5 points 71
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#### Conclusions based on this data:

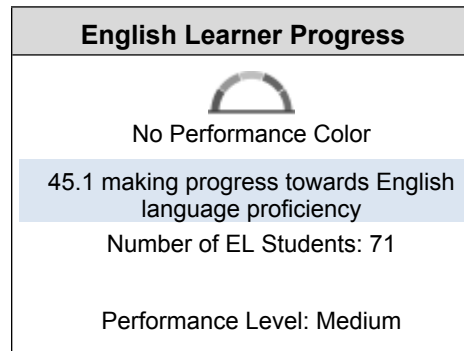
1. Students at Toyon showed a decline in the Math SBAC in all subgroups.
2. The greatest decline with our Asian subgroup.
3. Current English Learners increased by 19.7 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	23	3	29

#### Conclusions based on this data:

- English learners are progressing through each level of performance. Level 1 21%, Level 2 25%, Level 3 32.3% and Level 4 21.8%.
- Most students at Toyon have moderately developed English skills (32.3%).
- Less the 25% of Toyon's English learners have well developed English skills.



# 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	1	1	2	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 8 Maintained -0.4 301	<b>English Learners</b>  Green 3.9 Maintained -0.1 103	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Yellow 10.4 Declined Significantly -3.6 163	<b>Students with Disabilities</b>  Orange 14.1 Increased +4.1 71

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Blue 2.2 Declined -2.2 89	<b>Filipino</b>  No Performance Color 13 Increased +5 23
<b>Hispanic</b>  Green 8.2 Declined -2.1 146	<b>Two or More Races</b>  No Performance Color 15.8 Increased +11.9 19	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 5.6 Declined -2.1 18

### Conclusions based on this data:

1. 8.3% of Toyon students are chronically absent.
2. 14% of those students are Socioeconomically disadvantaged and need support with coming to school regularly.
3. 10.4% of our chronically absent students are Hispanic and need support with coming to school regularly.

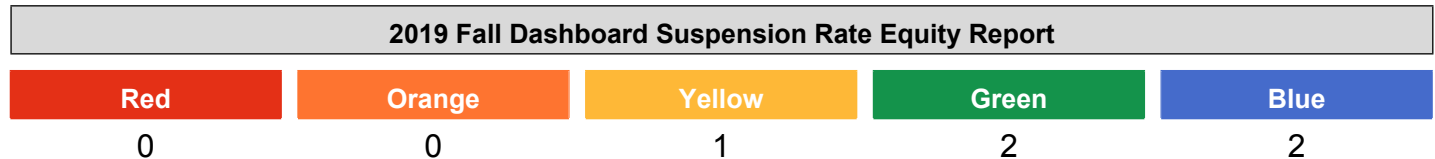
# School and Student Performance Data

## Conditions & Climate Suspension Rate

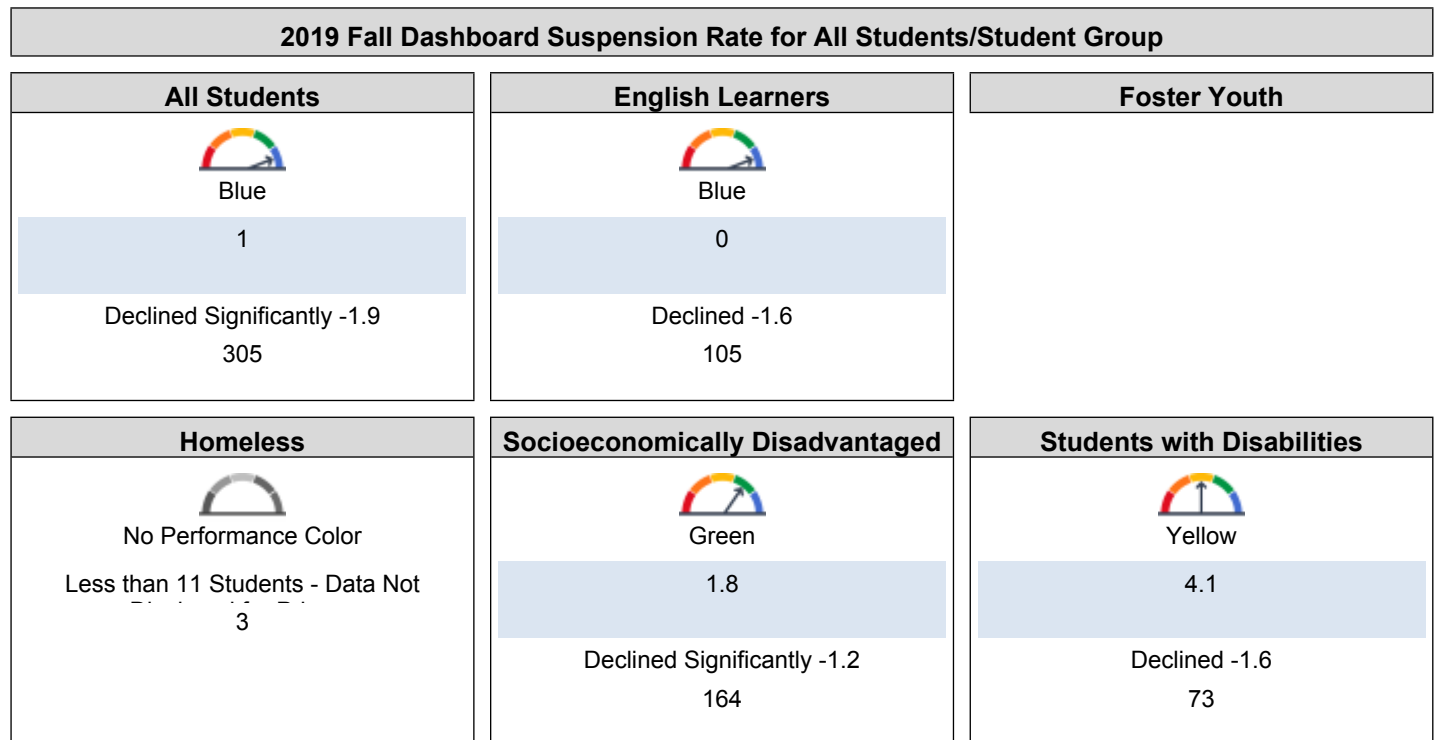
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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.



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>  No Performance Color 0 Maintained 0 23	<b>Asian</b>  Blue 0 Declined -2.2 91	<b>Filipino</b>  No Performance Color 0 Maintained 0 23
<b>Hispanic</b>  Green 1.4 Declined -2.8 147	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 20	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  No Performance Color 5.6 Increased +5.6 18

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	1

#### Conclusions based on this data:

1. The suspension rate increased in the 2018 to 2.9% of student suspended at least once.
2. Students with disabilities accounted for 5.7% of the suspensions.
3. 4.2 of students suspended were Hispanic.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Culture

## LEA/LCAP Goal

Ensure a safe and productive learning environment

## Goal 1

Toyon staff will foster student-staff relationships so that every student feels connected to the school and provide every student with the opportunity to have a leadership role inside or outside the classroom. Toyon staff will also identify which students need social-emotional support. The number of office referrals will decrease each month and the annual number of suspensions will decrease over the 2018-2019 school year.

## Identified Need

During 2019-20 school year, Toyon students will have the opportunity to work with the school social worker who will provide social-emotional support in a variety of ways to referred students and assist in the SART/SARB process. Toyon staff will decrease office referrals and suspensions. Toyon will implement PBIS to prevent behavior issues on site.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	2.9%	1.45%

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

Maintain a safe learning environment

## 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)

480

### Source(s)

LCFF - Supplemental

4310

Implement a lunch time leadership group for students focusing on the 7 Habits and anti-bullying. Provide social worker with printing access and classroom materials/supplies.

## 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

Positive Behavior Intervention Support

### 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)

300

#### Source(s)

LCFF - Supplemental

4310

School-wide assembly on the expectations and student incentives. School-wide rules for common areas will be posted & secured with plexi glass.

Teachers will review and model these expectations with students in Aug and Jan by using Time to Teach.

## 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

Positive Student Incentives

### 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)

500

#### Source(s)

LCFF - Supplemental

	4310 Student of the Month awards & incentives
1000	LCFF - Supplemental 4310 End of Year Principal Awards Night & Incentives
1000	LCFF - Supplemental 4310 Reading Improvements & SBAC improvements awards & incentives
300	LCFF - Supplemental 4310 Perfect Attendance Awards & incentives

#### 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

Materials for Social Emotional Learning

##### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

500

##### Source(s)

Title I  
4310  
Classroom supplies and materials to support Social Emotional Learning.

#### 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 books for school library

##### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

5,000

##### Source(s)

LCFF - Supplemental

## 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.

Toyon began planning implementation of PBIS in the 2018-2019 school year. We also had a full time social worker on site. There was a decrease in the overall suspensions.

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

Social emotional learning curriculum was not purchased.

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.

Plans for purchasing Social Emotional Learning materials are in place. PBIS implementation began the 2019-2020 school year. PBIS will provide students will rewards for behaviors that are expected and help reduce office referrals and suspensions.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA, ELD, Math, Science

## LEA/LCAP Goal

Provide CCSS instruction with strategic use of technology for proficiency in the 4 Cs: communication, collaboration, critical thinking, and creativity.

## Goal 2

Toyon staff will increase overall achievement in ELA by using the SBE adopted curriculum and providing small group instruction daily in guided reading and Designated ELD and using the school's leveled library. Toyon will also offer after school guided reading intervention for English learners and students who need extra building their literacy skills. Toyon will also offer Homework Club to students who need extra help with completing their homework.

STRATEGY: During the 2019-20 school year, Toyon staff will participate in monthly grade level collaboration and MTSS meetings to discuss student data, intervention, and strategies for guided reading. Students will use on-line resources to meet individual needs in math and ELA: Dreambox, RazKids, Learning A-Z, Moby Max. Benchmark Advance consultant will provide training to support implementation of Benchmark Advnace.

## Identified Need

Teachers need time to collaborate and discuss student data and strategies for guided reading to make improvement in the ELA SBAC and F&P Instructional Reading Levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC Dashboard met or exceeded (3-5)	34.92%	40%
Benchmark Assessment System met or exceeded (K-2)	59%	64%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students underperforming in ELA

### Strategy/Activity

Reading Intervention (After School)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,150.40

Source(s)

Title I

1190

Hire certificated staff to provide reading intervention for students below grade level.

7060.85

LCFF - Supplemental

1190

Hire certificated staff to provide reading intervention for students below grade level.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Title 1 students

### Strategy/Activity

Homework club

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,500

Source(s)

LCFF - Supplemental

1190

Hire 2 classified staff to hold Homework Club 3 days per week for grades 1-3 & 4-5

### 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

Supplemental Programs and Materials

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,580	LCFF - Supplemental 4310 Provide paper and photo copying for RazKids guided reading books and other common core aligned lessons
2,990	Title I 5800: Professional/Consulting Services And Operating Expenditures Renew online licenses: Learning A-Z & RazKids
400	Title I 5716 District printing for common core aligned lessons.
7,510	Title I 5800: Professional/Consulting Services And Operating Expenditures Renew online licence: Dreambox
6,000	LCFF - Supplemental 4310 Support materials for implementing guided reading

#### **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**

Purchase equipment and materials to support student learning

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,719	LCFF - Supplemental 4410 Non-capitalized equipment
7,000	LCFF - Supplemental 5610

## 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

Program Reserve

### 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)

3001.15

Source(s)

LCFF - Supplemental  
None Specified  
5% is set aside for Program Reserve

3486.6

Title I  
None Specified  
5% is set aside for Program Reserve

## 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.

Leveled reading library was purchased to support small group instruction. Teachers were able to use the leveled library to reach students at their instructional reading level.

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

We spent all moneys and met articulated goals from the 2018-2019 school year.

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 addition to small group guided reading during the school day, teachers will provide small group guided reading intervention after school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Professional Development

## LEA/LCAP Goal

Providing professional development for all staff

## Goal 3

Toyon staff will attend and participate in District and site professional development and collaborate with grade-level team. Toyon teachers will be given the opportunity to seek approved professional development outside the District. Toyon will support our new teachers to meet professional teaching standards through the formal evaluation process.

STRATEGY: During 19-20 school year, all staff will attend District professional development days in August and all District/site PD on Thursdays, teacher leaders will attend District Leadership meetings, and teachers will collaborate with grade-level colleagues monthly to review student data, plan and design guided reading lessons and ELD, and monitor student progress on formative and summative assessments. TK-3rd grade teachers will participate in SEAL PD. Toyon will cover fees for teachers who want to attend PD outside the school/district that align with the school goals to increase reading or district goals/initiatives. Toyon will also provide the new teachers opportunities to attend professional development on literacy and classroom management outside the district by covering fees. Toyon will provide subs for veteran teacher observations or assessing students. Instructional coaches will be available to new teachers by supporting them in classroom instruction, curriculum, and assessments.

Toyon staff will foster student-staff relationships so that every student feels connected to the school and provide every student an opportunity to have a leadership role inside or outside the classroom. Toyon staff will also identify which students need social-emotional support. The number of office referrals will decrease each month.

## Identified Need

Teachers need ongoing professional development to grow in their practice to best support their students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC met or exceeded	34.92%	40%
F&P Independent Reading Levels met or exceeded	59%	64%
Positive feedback of the amount and quality of professional growth and	36%	41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
learning opportunities from Panorama		

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

Site Thursday PDs

#### 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)

LCFF - Supplemental

Provide site PDs on Thursday

### 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

Sobrato English Academic Language (SEAL) program

#### 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)

15,460

Title I

1150

Provide subs for TK-3rd grade teachers to attend SEAL PDs and UDDs

### 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

Conferences for teachers

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

LCFF - Supplemental  
5220

Registration fee and subs will be paid for any staff who requests to attend a conference/workshop that aligns with District/site goals; CCSS, ELD, NGSS, STEAM & restorative practices.

**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

Hire consultant for PD

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000

Source(s)

Title I  
5830

Hire consultant to provide engaging PD that supports classroom instruction around academics, behavior, and social emotional learning.

9,039

Title I  
5830

Provide support for teachers for guided reading

**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

Grade level collaboration and professional development

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

13,235

#### Source(s)

Title I

1150

Hire subs to provide collaboration time for grade levels to review data and discuss strategies to enhance student learning.

2,700

LCFF - Supplemental

1150

Monthly roving sub for MTSS meetings

## 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.

Teachers were provided onsite PD around guided reading strategies and use of leveled library.

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

A consultant was not hired for PD.

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.

Hire a consultant to provide PD about going deeper with guided reading.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent Engagement

## LEA/LCAP Goal

Broaden Parent & Community Engagement/Support

## Goal 4

Toyon will provide opportunities for all stakeholders to receive information and give input at SSC, PTA, and Coffee with the Principal/Title I meetings. Parent workshops will be delivered by the school social worker in the evening and then repeated in the morning during Coffee with the Principal. Workshop topics will include: raising secure families, conversations about college, 7 habits of highly effective families, internet and social media safety, etc. Toyon will organize and coordinate community events such as Back to School Night, Walk-a-thon, Harvest Festival, Lunch on the Lawn, Winter Wonderland, Open House, Field Day, etc. Toyon will also continue the mentoring program where parents/grandparents are paired with an upper grade student who needs a positive role model. Students and mentors will meet weekly to discuss issues, goals, and expectations.

STRATEGY: During 19-20 school year, Toyon will increase parent participation at school--wide events and projects, report card conferences, and IEP meetings. Parents will have the opportunity to learn about the school at SSC, PTA, and Coffee with the Principal meetings. Parents will have the opportunity to learn more about educational technology and social emotional wellness for children at parent workshops. Students will attend workshops on STEAM facilitated by YMCA leaders. Refreshments and childcare (workshops) will be provided. Parents will also be included in emergency drills like code red and evacuation off site and preparing emergency supplies for each classroom.

## Identified Need

Parent engagement needs to increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting Sign-In	26 participants	50 participants

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

Parent Communication

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Provide District interpreters during parent conferences and parent workshops.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

Calendar events and workshops, post fliers, & prepare materials/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)

Source(s)

500

Title I

4310

Organize community events: Coffee with the Principal, Science Fair, STEAM Career Day, Lunch on the Lawn, fundraising events, Field Day, and Math/Science Nights. Provide refreshments.

500

Title I

1190

Parent engagement information/parent workshops on technology and social emotional wellness facilitated by Instructional Coaches and District Social Worker.

3582

LCFF - Supplemental

4310

Supplies to support parent engagement

300

LCFF - Supplemental

5700-5799: Transfers Of Direct Costs

Printing costs for parent engagement

# 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.

Monthly parent information meeting were provided at Coffee with the Principal. Coffee with the Principal did not achieve as many participants as anticipated.

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

A parent engagement consultant was not hired.

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.

Annual Title 1 meeting will be held at Back-to-School night to encourage more participants. Continue to provide parent workshops/Coffee with the Principal to support parent engagement.

# 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	\$138,794.00

## 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	\$78,771.00

Subtotal of additional federal funds included for this school: \$78,771.00

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 (\$)
LCFF - Supplemental	\$60,023.00

Subtotal of state or local funds included for this school: \$60,023.00

Total of federal, state, and/or local funds for this school: \$138,794.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	60,023	0.00
Title I	78,771	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	60,023.00
Title I	78,771.00

## Expenditures by Budget Reference

Budget Reference	Amount
1150	31,395.00
1190	33,211.25
4310	22,742.00
4410	2,719.00
5220	5,000.00
5610	7,000.00
5700-5799: Transfers Of Direct Costs	300.00
5716	400.00
5800: Professional/Consulting Services And Operating Expenditures	10,500.00
5830	19,039.00
None Specified	6,487.75

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1150	LCFF - Supplemental	2,700.00
1190	LCFF - Supplemental	17,560.85
4310	LCFF - Supplemental	21,742.00
4410	LCFF - Supplemental	2,719.00
5220	LCFF - Supplemental	5,000.00
5610	LCFF - Supplemental	7,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	300.00
None Specified	LCFF - Supplemental	3,001.15
1150	Title I	28,695.00
1190	Title I	15,650.40
4310	Title I	1,000.00
5716	Title I	400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,500.00
5830	Title I	19,039.00
None Specified	Title I	3,486.60

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,080.00
Goal 2	69,398.00
Goal 3	55,434.00
Goal 4	4,882.00

# School Site Council Membership

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

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

Name of Members	Role
Priscilla Resendez	Parent or Community Member
Will Arroyo	Parent or Community Member
Adrienne O'Leary	Parent or Community Member
Margo Gaitan	Parent or Community Member
Mary Cho	Classroom Teacher
Mary Ellen Langan	Classroom Teacher
Doreen Cook	Other School Staff
Krista Castillou	Principal
Consuelo Carrillo	Parent or Community Member
Katrina Luthra	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11-6-19.

Attested:

Krista Castillou  
Adrienne O'Leary

Principal, Krista Castillou on 11/6/19
SSC Chairperson, Adrienne O'Leary on 11/6/19



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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