

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
Albert Einstein Academy Charter Elementary School	37 68338 6120935		

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.

The school's leadership team reviewed all documents and requirements which included: Local Control and Accountability plan (2019-2020), The Learning Continuity and Attendance Plan (2020-2021), The AEA Teaching and Learning Plan 2020-2021, ESEA, and EPC.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	20
Academic Performance	21
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	42
Goal 4.....	46
Goal 5.....	51
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	54
School Site Council Membership	55
Recommendations and Assurances	56

Instructions.....57

 Instructions: Linked Table of Contents.....57

 Purpose and Description.....58

 Stakeholder Involvement.....58

 Resource Inequities58

Goals, Strategies, Expenditures, & Annual Review59

 Annual Review60

 Budget Summary61

 Appendix A: Plan Requirements63

 Appendix B:.....66

 Appendix C: Select State and Federal Programs68

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).

Beginning March, 2020 multiple surveys have been released to engage stakeholder feedback. Survey topics included: Student Technology and Internet Needs, Staff Input on Distance Learning and Budget, COVID-19 Relief Survey (addressing needs for student supplies, nutrition, etc), Distance Learning Family Survey, ESY/Summer School Survey, Parent and Staff Surveys on the Teaching and Learning Plan outlining the phases of reopening, and International Baccalaureate Primary Years Programme (IBPYP) Self Study Surveys that were specifically designed for staff, parents, and students to provide feedback to the organization on how well we are implementing the IBPYP program. All surveys were released via email, text, and social media in English and Spanish. Student were provided visual and auditory supports by teachers and families to support in the reading and completion student specific surveys.

In addition to surveys, virtual public Board of Trustees meetings were held with public comment sections monthly and administration held virtual information meetings via Zoom and YouTube. Livestream "Evenings with the Administration" were held on multiple occasions with AEA families. Staff feedback was also gathered through weekly team leader virtual meetings and ongoing virtual meetings with staff who worked our ESY and Summer School Programs.

Stakeholder feedback included: 74% of those surveyed did not have computer access for their students, 13% did not have internet, need for consistent schedules for students weekly, small group "live" learning, daily check-ins with teachers, a robust learning platform, regular teacher office hours for students and parents, consistent virtual classroom formats across grade levels, about 4 hours of instruction daily, a combination of synchronous/asynchronous and online/offline learning opportunities, flexibility and differentiation for German instruction, inclusion of specials (art, music, PE, library, outdoor education), special consideration made for in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth. In addition, 60% of families reported they would like to be considered for a Hybrid in-person/distance learning model during the 2020-2021 school year while 40% prefer distance only learning. In addition, IBPYP Surveys concluded that the programme continues to be well supported by the staff and community and needs to remain an essential element to our curriculum. Areas of improvement include: continued opportunities to support and celebrate home language and culture of all students and families and continued opportunities to inform and education our parents on specific aspects of the IBPYP (Learner Profile, Inquiry, and language learning.)

Classroom Observations

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

All classrooms are visited on at least a bi-monthly basis. These are informal walk throughs for the principal to observe instructional strategies, curriculum, and student engagement. Formal observations are done annually for all teachers and align with the annual SMART goals that have

been established through teacher/administration collaboration. All teachers in their first and second year of teaching at AEA, participate in a full-day observation annually by the principal. During the COVID shutdown, administration observes the virtual classrooms by having administrative access to the learning platforms.

The school used Google Classroom during the 2019-2020 school year and is using Canvas during the 2020-2021 school year. The findings indicate a high level of student engagement. Teachers utilize a variety of instructional strategies that promote a variety of best practices that include but are not limited to: scaffolding, collaboration, use of regalia, technology, visuals, modeling, repetition, TPR, and GLAD strategies. They incorporate the IBPYP standards and practices into their teaching and learning and plan for this instruction collaboratively both horizontally and vertically. During distance learning many teachers have utilized a Universal Design Learning Framework (UDL) to make content more accessible to students online. This includes incorporating text to speech and speech to text capabilities, embedding loom videos to provide auditory and visual supports for teaching and assessing, providing small group and 1:1 Zooms for instruction and clarification, providing differentiated assignment options and multiple format options (written, video, audio) for students to demonstrate understanding. All grade level Canvas classrooms were established by the return of school in August of 2020, but there are some teachers who still need support in differentiating instruction and embedding UDL practices into the development of lessons and assignment. Canvas is a new platform and teachers report a varied amount of comfortability on the platform. 55% of staff felt like a novice or beginner and 45% reported feeling moderate to advanced in September 2020.

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)

Meeting Performance Goals: Students participate in CAASPP and ELPAC annually. This data is analyzed and reviewed in the planning of LCAP goals.

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

Meeting Performance Goals: Students participate in NWEA (MAP), Benchmarks (CRLP, IWT, German Benchmarks, Writing Benchmarks), and curriculum-embedded assessment that include Math chapter tests and IBPYP Formative and Summative Unit of inquiry assessments (on-going).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meeting Performance Goals: 40 out of 49 teachers have a clear credentials. 9 teachers are in the process of clearing or completing their credentials based on new requirements. All teachers are in compliance and hold the essential licenses and credentials to be teaching in their assignments.

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

Meeting Performance Goals: 4 out of 5 Special Education teachers, Speech and Language Pathologist, and School Psychologist have cleared credentials, while 1 is in a clear credential program.

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

Meeting Performance Goals: Staff development focus is IBPYP, GLAD (English Language Learner Support), and Canvas. In addition, SPED staff will support general education staff with Universal Design Learning framework strategies for distance learning.

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

Meeting Performance Goals: Education Specialists, Reading Specialists, and School Psychologists provide teachers and aides with support for academics and behavior.

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

Exceeding Performance Standards: Teaching teams at least 1x per week for grade level planning. This planning time can include from 1-3 hours, but also can exceed that. In addition, there are 2 staff planning days for grade level teams and an addition school-wide Professional Development day for staff.

Teaching and Learning

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

Meeting Performance Goals: All curriculum and IBPYP Units of Inquiry align with the Common Core State Standards.

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

Meeting Performance Goals:

AEA meets the required instructional minutes. Before COVID, at AEA, this was 54,360 instructional minutes for Kindergarten and 55,010 for Grades 1-5 annually. For distance learning and hybrid learning minimum instructional time is required for all students as follows:

Kindergarten: 3 hours per day

Grades 1-3: 3 hours, 50 minutes per day

Grades 4-5: 4 hours per day

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

Meeting Performance Goals: Each grade level has a pacing schedule for ELA, Math, Science and Social Studies (through IBPYP Unit planners). Intervention time is provided for each grade level for ELA, Math, and German as needed through tier 1 (differentiated instruction in classroom) and tier 2 small group pull out instruction (Reading Intervention support, Writing support, Extended Day math, and German tutoring)

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

Meeting Performance Goals: All materials are standards-based.

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

Meeting Performance Goals: Math (GO Math: Houghton Mifflin Harcourt) is a SBE approved curriculum. All other curriculum is standards-based and is aligned to the IBPYP Units of Inquiry.

Opportunity and Equal Educational Access

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

Not Meeting Performance Goals: Tier 1, Tier 2, and Tier 3 supports (Differentiation, GLAD strategies, Reading and writing intervention, Extended Day math, German tutoring, Special Education Services) have improved scores for underperforming on CAASPP in all areas other than ELL students in ELA, but these scores are still lower than the "All Students" group which is meeting standard in both ELA and Math.

Evidence-based educational practices to raise student achievement

Meeting Performance Goals: "All Students" have raised achievement in both Math and ELA over the last three years prior to COVID. In the time frame from 2017-2019, ELA scores improved as follows: Students Meeting or Exceeding standard increased from 44% to 56% and Students Not Meeting standard decreased from 28% to 19%. Math scores improved as follows: Students Meeting or Exceeding standard increased from 46% to 59% and Students Not Meeting standard decreased from 22% to 12%.

Parental Engagement

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

Meeting Performance Goals: Resources are provided at all students in need this includes all services mentioned above in addition to access to materials, school supplies, technology, nutrition , and uniforms.

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)

Meeting Performance Goals: Team Leaders and Teaching Teams have regular input through weekly team meetings. Parents have input through Pastries with the principals, Evening with the Admin, and Monthly Board Meetings.

Funding

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

Fiscal support (EPC)

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

As this it the First SPSA for AEACES, we used the same format as we did to gather input and feedback for out Learning Continuity and Attendance Plan (LCP).

Beginning March, 2020 multiple surveys have been released to engage stakeholder feedback. Survey topics included: Student Technology and Internet Needs, Staff Input on Distance Learning and Budget, COVID-19 Relief Survey (addressing needs for student supplies, food,etc), Distance Learning Family Survey, ESY/Summer School Survey, Parent and Staff Surveys on the Teaching and Learning Plan outlining the phases of reopening, and International Baccalaureate Primary Years Programme (IBPYP) Self Study Surveys that were specifically designed for staff, parents, and students to provide feedback to the organization on how well we are implementing the IBPYP program. All surveys were released via email, text, and social media in English and Spanish. Student were provided visual and auditory supports by teachers and families to support in the reading and completion student specific surveys.

In addition to surveys, virtual public Board of Trustees meetings were held with public comment sections monthly and

administration held virtual information meetings via Zoom and YouTube. Livestream "Evenings with the Administration" were held on multiple occasions with AEA families. Staff feedback was also gathered through weekly team leader virtual meetings and ongoing virtual meetings with staff who worked our ESY and Summer School Programs.

Stakeholders have the option for remote participation in all virtual meetings with pre-submitted and live questions. In addition to all the formentioned, input can be provided via email, text/call AEA Community Hotline, and public comment at Board Meetings via Zoom chat. Spanish translation is provided.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.12%	0%	1	1	0
African American	2.51%	2.87%	3.09%	20	23	25
Asian	1.25%	2.75%	2.59%	10	22	21
Filipino	0.63%	1.25%	1.36%	5	10	11
Hispanic/Latino	36.89%	40.2%	38.64%	294	322	313
Pacific Islander	%	%	0%			0
White	48.43%	45.32%	46.54%	386	363	377
Two or More Responses	8.91%	7.12%	7.78%	71	57	63
Not Reported	1.25%	0.37%	0%	10	3	0
Total Enrollment				797	801	810

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	137	138	139
Grade 1	138	138	137
Grade 2	138	138	138
Grade3	134	135	136
Grade 4	123	131	133
Grade 5	127	121	127
Total Enrollment	797	801	810

Conclusions based on this data:

1. Enrollment has been stable over the last 3 years
2. Student subgroups populations as determined in this data source have remained stable over the last 3 years.
3. Our largest subgroup is White students at about 46% followed by Hispanic/Latino at 38%

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	175	186	176	22.0%	23.2%	21.7%
Fluent English Proficient (FEP)	130	135	155	16.3%	16.9%	19.1%
Reclassified Fluent English Proficient (RFEP)	34	0	15	17.4%	0.0%	8.1%

Conclusions based on this data:

1. The English Language Learner student population has remained stable over the last 3 years.
2. Reclassified Fluent English Proficient (RFEP) students was lower in 18-19 due to the change to the ELPAC testing and lack of state testing due to COVID 19.

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	126	134	135	125	132	135	125	132	135	99.2	98.5	100
Grade 4	132	123	131	128	122	131	128	122	131	97	99.2	100
Grade 5	122	128	122	120	126	122	120	126	122	98.4	98.4	100
All	380	385	388	373	380	388	373	380	388	98.2	98.7	100

* 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	2409.	2439.	2447.	19.20	25.00	33.33	20.00	32.58	26.67	28.80	27.27	23.70	32.00	15.15	16.30
Grade 4	2456.	2454.	2480.	17.97	22.95	32.06	22.66	18.03	20.61	26.56	24.59	23.66	32.81	34.43	23.66
Grade 5	2512.	2540.	2524.	22.50	34.92	29.51	30.83	34.13	27.05	26.67	18.25	27.87	20.00	12.70	15.57
All Grades	N/A	N/A	N/A	19.84	27.63	31.70	24.40	28.42	24.74	27.35	23.42	25.00	28.42	20.53	18.56

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	18.40	32.58	34.07	43.20	49.24	49.63	38.40	18.18	16.30
Grade 4	17.97	20.49	29.01	57.81	48.36	46.56	24.22	31.15	24.43
Grade 5	28.33	34.92	33.61	49.17	49.21	47.54	22.50	15.87	18.85
All Grades	21.45	29.47	32.22	50.13	48.95	47.94	28.42	21.58	19.85

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	20.00	23.48	16.30	44.80	50.00	66.67	35.20	26.52	17.04
Grade 4	11.72	17.21	18.32	57.81	45.90	59.54	30.47	36.89	22.14
Grade 5	29.17	44.44	32.79	56.67	38.89	48.36	14.17	16.67	18.85
All Grades	20.11	28.42	22.16	53.08	45.00	58.51	26.81	26.58	19.33

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	21.60	28.79	34.07	58.40	60.61	54.81	20.00	10.61	11.11
Grade 4	15.63	17.21	26.72	66.41	68.03	59.54	17.97	14.75	13.74
Grade 5	18.33	27.78	19.67	67.50	59.52	58.20	14.17	12.70	22.13
All Grades	18.50	24.74	27.06	64.08	62.63	57.47	17.43	12.63	15.46

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	18.40	29.55	24.44	51.20	51.52	61.48	30.40	18.94	14.07
Grade 4	17.97	19.67	26.72	59.38	55.74	51.15	22.66	24.59	22.14
Grade 5	27.50	45.24	32.79	55.83	46.03	50.00	16.67	8.73	17.21
All Grades	21.18	31.58	27.84	55.50	51.05	54.38	23.32	17.37	17.78

Conclusions based on this data:

1. "All Students" have improved in ELA over the 3 year time frame measured. 56% were proficient or above in 2019 compared to 44% in 2017 and the students not meeting standard reduced from 28% to 19%. Conclusion that overall interventions are showing improvements.
2. The percentage of students above standard in writing is the lowest of the areas and has show the least growth over time. Conclusion is that writing continues to lag behind other areas of ELA. As a dual language immersion program, this is not unexpected, but needs to continue to be an area of focus.
3. Reading has the highest number of student both above and not meeting standards meaning it has the greatest divide and discrepancy between those who are and are not reading on grade level. Targeted reading interventions have reduced the number of students not meeting standard, but those supports need to continue.

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	127	134	135	126	134	135	126	134	135	99.2	100	100
Grade 4	132	123	131	129	122	131	129	122	131	97.7	99.2	100
Grade 5	122	128	122	119	126	122	119	126	122	97.5	98.4	100
All	381	385	388	374	382	388	374	382	388	98.2	99.2	100

* 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	2436.	2450.	2468.	25.40	26.12	38.52	19.05	28.36	30.37	28.57	29.85	18.52	26.98	15.67	12.59
Grade 4	2484.	2483.	2506.	19.38	27.05	31.30	31.78	22.95	25.95	33.33	31.15	35.88	15.50	18.85	6.87
Grade 5	2513.	2544.	2535.	26.05	37.30	31.15	16.81	22.22	19.67	32.77	23.81	31.97	24.37	16.67	17.21
All Grades	N/A	N/A	N/A	23.53	30.10	33.76	22.73	24.61	25.52	31.55	28.27	28.61	22.19	17.02	12.11

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	33.33	38.81	55.56	32.54	35.82	27.41	34.13	25.37	17.04
Grade 4	31.01	37.70	46.56	41.09	27.87	30.53	27.91	34.43	22.90
Grade 5	28.57	45.24	39.34	31.93	28.57	35.25	39.50	26.19	25.41
All Grades	31.02	40.58	47.42	35.29	30.89	30.93	33.69	28.53	21.65

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	30.95	35.82	42.22	46.03	44.78	43.70	23.02	19.40	14.07
Grade 4	29.46	29.51	30.53	49.61	48.36	51.15	20.93	22.13	18.32
Grade 5	25.21	41.27	30.33	50.42	46.83	48.36	24.37	11.90	21.31
All Grades	28.61	35.60	34.54	48.66	46.60	47.68	22.73	17.80	17.78

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	30.16	35.07	39.26	45.24	44.03	50.37	24.60	20.90	10.37
Grade 4	27.13	31.97	27.48	47.29	39.34	53.44	25.58	28.69	19.08
Grade 5	21.85	37.30	27.05	45.38	39.68	51.64	32.77	23.02	21.31
All Grades	26.47	34.82	31.44	45.99	41.10	51.80	27.54	24.08	16.75

Conclusions based on this data:

1. "All Students" have improved in Math over the 3 year time frame measured. 59% were proficient or above in 2019 compared to 46% in 2017 and the students not meeting standard reduced from 22% to 12%. Conclusion is that the Math program and interventions have show successes.
2. Concepts and procedures has the highest number of student both exceeding and not meeting standards meaning it has the greatest divide and discrepancy between those who do and do not understand the basic concepts and procedures.
3. Communicating and Reasoning had the lowest percentage of students exceeding standards and the lowest percentage of students not meeting standard. In conclusion, there are many students who are just meeting or nearly meeting standard in this area and attention should be in providing opportunities to further this area.

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	1464.3	1484.6	1464.2	1484.0	1464.3	1485.9	30	31
Grade 1	1492.3	1512.2	1481.0	1504.6	1503.0	1519.4	27	33
Grade 2	1510.3	1518.2	1507.0	1525.7	1513.0	1510.4	26	33
Grade 3	1511.8	1511.8	1517.4	1511.8	1505.7	1511.3	34	21
Grade 4	1519.5	1519.7	1513.5	1515.1	1525.0	1523.8	28	28
Grade 5	1556.0	1553.0	1557.4	1555.3	1554.2	1550.2	26	32
All Grades							171	178

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	66.67	51.61	*	41.94	*	6.45		0.00	30	31
1	70.37	45.45	*	36.36	*	18.18	*	0.00	27	33
2	61.54	36.36	*	48.48	*	12.12		3.03	26	33
3	*	38.10	41.18	38.10	*	23.81	*	0.00	34	21
4	*	28.57	60.71	39.29	*	14.29		17.86	28	28
5	65.38	43.75	*	37.50	*	18.75		0.00	26	32
All Grades	52.05	41.01	31.58	40.45	14.04	15.17	*	3.37	171	178

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	63.33	58.06	*	35.48	*	6.45		0.00	30	31
1	70.37	51.52	*	33.33	*	15.15		0.00	27	33
2	80.77	57.58	*	27.27	*	12.12	*	3.03	26	33
3	47.06	38.10	41.18	52.38	*	9.52	*	0.00	34	21
4	46.43	50.00	46.43	25.00	*	10.71		14.29	28	28
5	80.77	53.13	*	46.88	*	0.00		0.00	26	32
All Grades	63.74	52.25	27.49	35.96	7.02	8.99	*	2.81	171	178

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	50.00	32.26	*	45.16	*	22.58	*	0.00	30	31
1	44.44	30.30	48.15	45.45		15.15	*	9.09	27	33
2	57.69	21.21	*	51.52	*	27.27	*	0.00	26	33
3	*	14.29	38.24	38.10	*	38.10	*	9.52	34	21
4	*	3.57	46.43	50.00	39.29	32.14	*	14.29	28	28
5	57.69	12.50	*	43.75	*	40.63	*	3.13	26	32
All Grades	36.26	19.66	35.09	46.07	18.13	28.65	10.53	5.62	171	178

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	70.00	67.74	*	32.26		0.00	30	31
1	77.78	72.73	*	27.27		0.00	27	33
2	69.23	39.39	*	57.58		3.03	26	33
3	50.00	23.81	47.06	71.43	*	4.76	34	21
4	42.86	35.71	53.57	53.57	*	10.71	28	28
5	69.23	21.88	*	71.88		6.25	26	32
All Grades	62.57	44.94	36.26	51.12	*	3.93	171	178

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	53.33	51.61	46.67	45.16		3.23	30	31
1	48.15	27.27	44.44	72.73	*	0.00	27	33
2	80.77	72.73	*	21.21	*	6.06	26	33
3	67.65	57.14	*	42.86	*	0.00	34	21
4	64.29	53.57	*	28.57	*	17.86	28	28
5	84.62	81.25	*	15.63		3.13	26	32
All Grades	66.08	57.30	30.41	37.64	*	5.06	171	178

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
K	40.00	22.58	56.67	77.42	*	0.00	30	31
1	70.37	51.52	*	33.33	*	15.15	27	33
2	65.38	15.15	*	78.79	*	6.06	26	33
3	*	23.81	64.71	52.38	*	23.81	34	21
4	*	14.29	78.57	67.86	*	17.86	28	28
5	50.00	15.63	46.15	71.88	*	12.50	26	32
All Grades	40.35	24.16	49.12	64.04	10.53	11.80	171	178

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
K	73.33	74.19	*	25.81	*	0.00	30	31
1	48.15	30.30	48.15	69.70	*	0.00	27	33
2	42.31	21.21	57.69	72.73		6.06	26	33
3	*	19.05	61.76	76.19	*	4.76	34	21
4	*	14.29	64.29	78.57		7.14	28	28
5	61.54	18.75	*	81.25	*	0.00	26	32
All Grades	46.20	30.34	48.54	66.85	*	2.81	171	178

Conclusions based on this data:

1. The number of English Language Learners tested has remained relatively stable over the 2 years of data.
2. ELL Students perform lowest in the Reading and Writing domains. This is consistent with our "All Students" data.
3. 61.7% making progress towards English language proficiency which ranks as "High" on the CA dashboard. Conclusion is that targeted early interventions should be continued.

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
801	34.0	23.2	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	186	23.2
Socioeconomically Disadvantaged	272	34.0
Students with Disabilities	74	9.2





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.9
American Indian	1	0.1
Asian	22	2.7
Filipino	10	1.2
Hispanic	322	40.2
Two or More Races	57	7.1
White	363	45.3

Conclusions based on this data:

1. There are about an equal percentage of white and hispanic families and consideration must be made to ensure all efforts are made to provide school-related information in both English and Spanish.
2. 34% of our population are considered socio-economically disadvantaged. Equal access to materials, uniforms, field trips, and nutrition must be provided.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. The school is not using suspension as a method of discipline.
2. "All students" are performing in the green band in both Math and ELA.
3. Subgroups (ELL and SPED) are not performing as well as their "All student" counterparts.

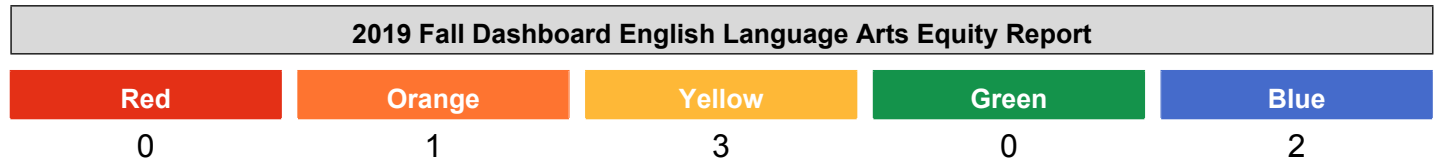
School and Student Performance Data

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
 Green 15.8 points above standard Increased ++6.7 points 383	 Orange 36.9 points below standard Maintained -1.9 points 95	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 24.9 points below standard Increased ++6.1 points 132
		 Yellow 53.5 points below standard Increased Significantly ++18.8 points 54		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0.2 points above standard Maintained ++0.4 points 14	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 28.5 points below standard Increased ++4.9 points 148	Two or More Races  Blue 55.6 points above standard Increased Significantly ++22.3 points 34	Pacific Islander  No Performance Color 0 Students	White  Blue 46.9 points above standard Increased ++5.1 points 179

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 53.2 points below standard Maintained ++2.7 points 74	Reclassified English Learners 20.6 points above standard Declined Significantly -24.4 points 21	English Only 29.4 points above standard Increased ++4.6 points 249
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Conclusions based on this data:

1. All students subgroups increased their performance other than ELL who maintained. English learners performed more than two bands below All students. Conclusion: Targeted ELD support still required.
2. Special Education students showed significant growth in ELA (18.8 points), but still lag 53.5 points below standard. Conclusion: interventions laid out in LCAP have proven impactful and should be continued.
3. Reclassified ELL students although still 20.6 points above standard, did decline significantly. Conclusion: Find ways to differentiate for our high level ELLs to support their growth.

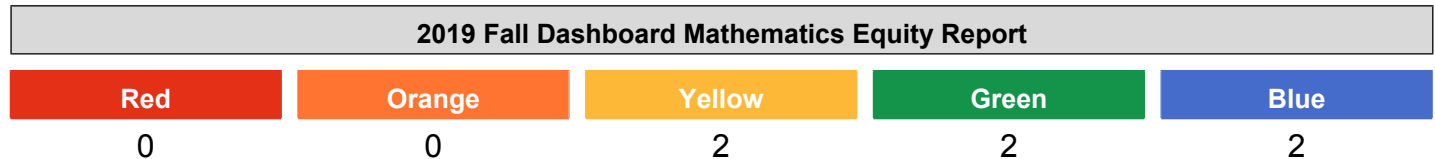
School and Student Performance Data

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		
All Students <div>  <p>Green</p> <p>21.3 points above standard</p> <p>Increased ++11.4 points</p> <p>383</p> </div>	English Learners <div>  <p>Yellow</p> <p>25.2 points below standard</p> <p>Increased ++10.1 points</p> <p>95</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>Green</p> <p>14.9 points below standard</p> <p>Increased ++14.3 points</p> <p>132</p> </div>	Students with Disabilities <div>  <p>Yellow</p> <p>54.4 points below standard</p> <p>Increased Significantly ++26.9 points</p> <p>54</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 7.9 points below standard Increased ++3.5 points 14	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 13.8 points below standard Increased Significantly ++16.9 points 148	Two or More Races  Blue 57 points above standard Increased Significantly ++21.1 points 34	Pacific Islander	White  Blue 46.7 points above standard Increased ++5.5 points 179

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

Current English Learner 42.1 points below standard Increased ++6.7 points 74	Reclassified English Learners 34.4 points above standard Increased Significantly ++18.2 points 21	English Only 31.8 points above standard Increased ++5.7 points 249
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Conclusions based on this data:

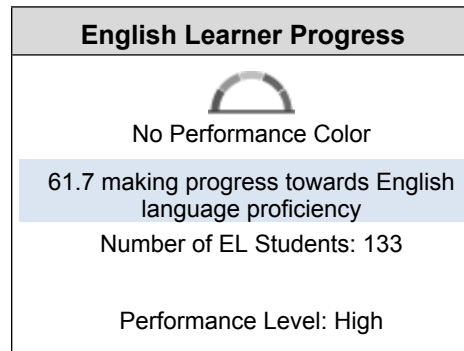
1. All subgroups, races, and EL groups increased performance.
2. Hispanic, two or more races, and Special Education students increased significantly.
3. English Learners and Special Education students although making gains are still significantly below standard. Conclusion: Continue with interventions defined in goal 2.

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
17.2	21.0	18.0	43.6

Conclusions based on this data:

1. Although performance is High, 23 students still decreased one ELP level. Conclusion: Students need targeted ELD support.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. NA

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				
Red	Orange	Yellow	Green	Blue
0	2	1	1	2

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		
All Students	English Learners	Foster Youth
 Green 2.8 Maintained +0.1 808	 Green 3.1 Declined -0.8 192	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.1 Increased +1.6 278	 Yellow 3.3 Increased +0.7 91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>4.3</div> Declined -5.2 23	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color <div>0</div> 22	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Orange <div>5.6</div> Increased +1 322	Two or More Races  Blue <div>1.6</div> Declined -0.9 62	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Blue <div>0.8</div> Maintained -0.2 368

Conclusions based on this data:

- Although the school has ADA of over 97% students with disabilities, Hispanic students, and Socio-economically disadvantaged student have higher chronic absenteeism but comparison. In all cases, the increase was 1.6 points or lower, but continuation of incentives for attendance should be continued. Bilingual School social worker should continue to be a support through SARB process.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. NA

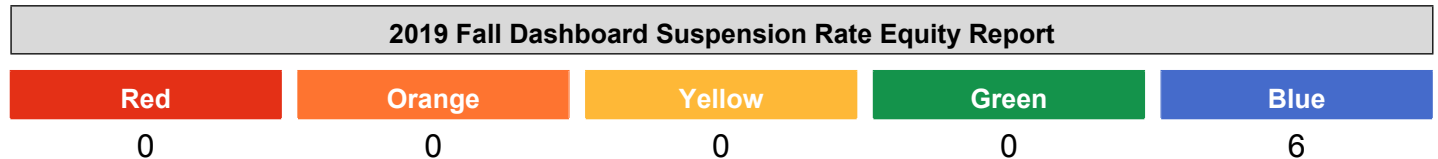
School and Student Performance Data

Conditions & Climate Suspension Rate

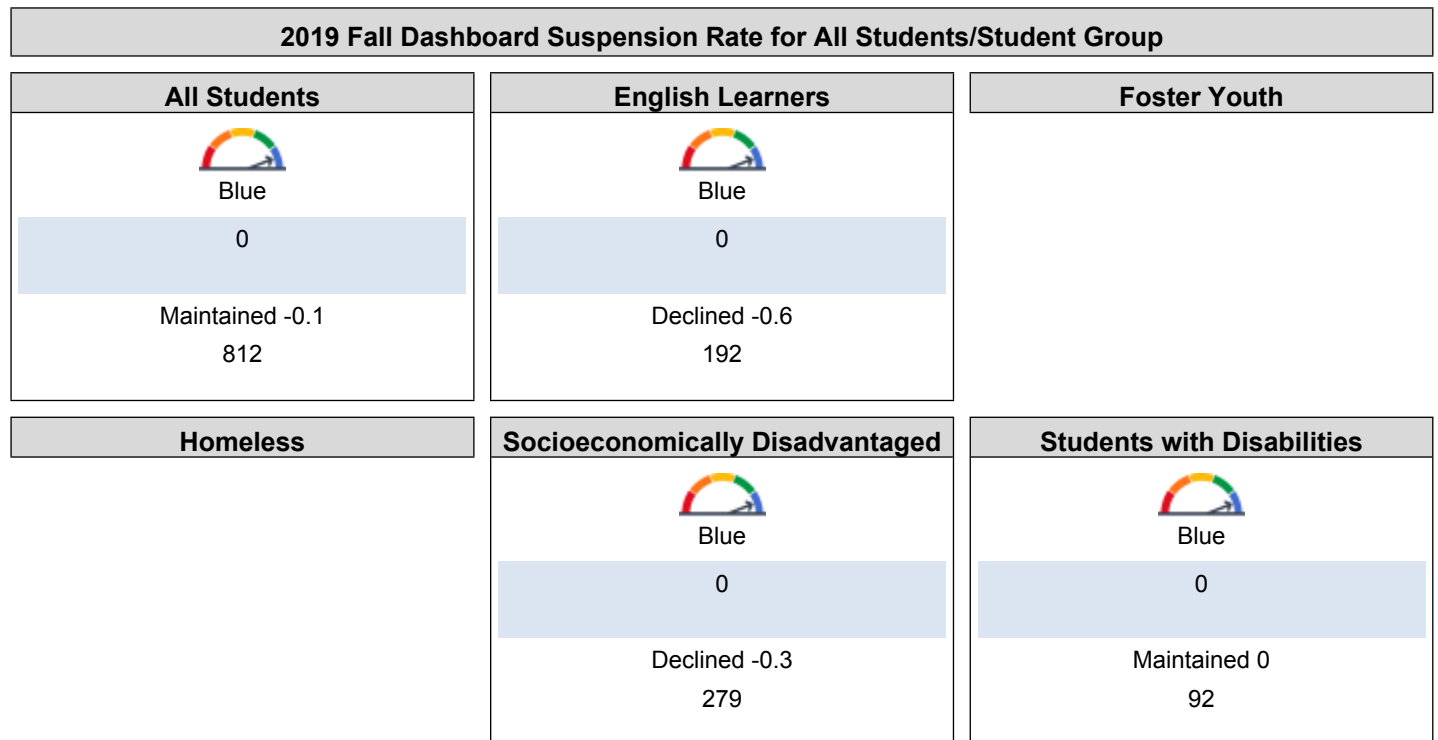
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



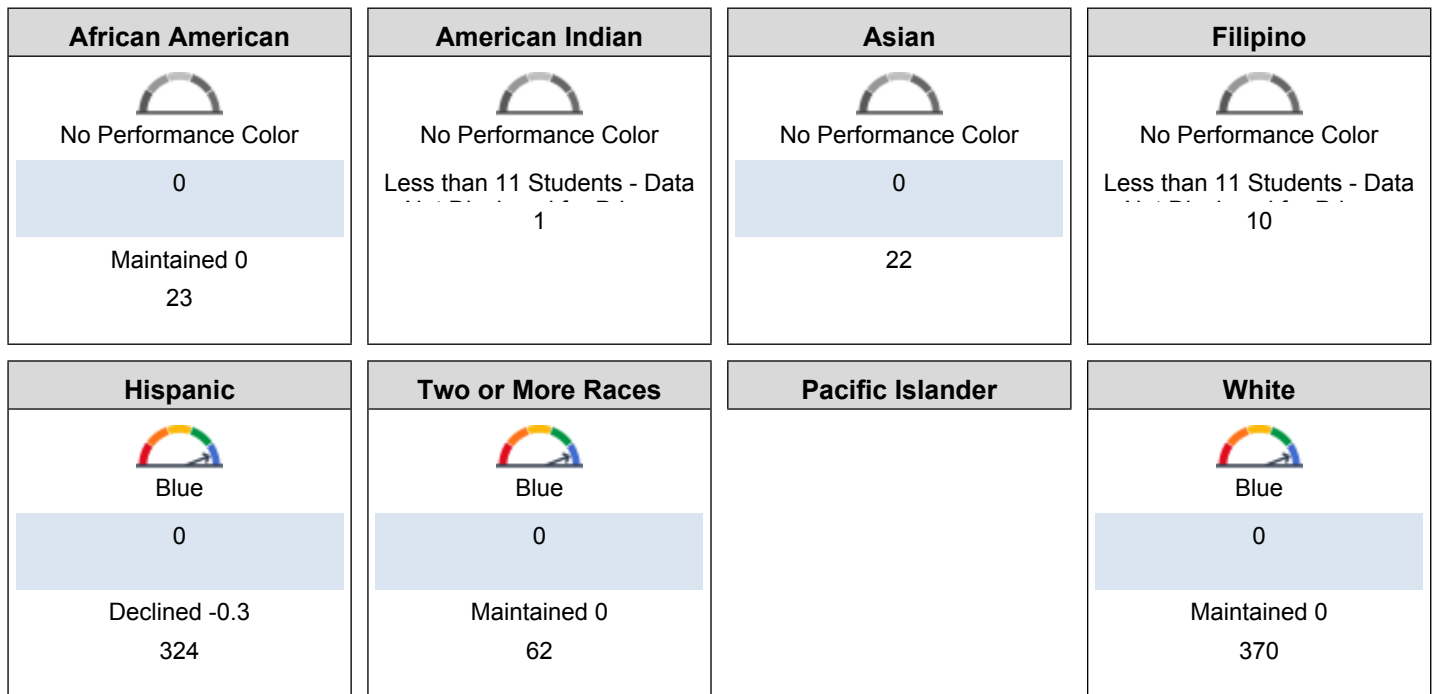
This section provides number of student groups in each color.



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



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0

Conclusions based on this data:

1. Suspension is not a practice by the school except in very rare cases.

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

International Baccalaureate Primary Years Programme (IBPYP)

LEA/LCAP Goal

All students will have access to a rigorous IBPYP curriculum through appropriate instruction resources and materials needed for learning.

Goal 1

All students will have access to a rigorous IBPYP curriculum through appropriate instruction resources and materials needed for learning throughout all phases of the AEA Teaching and Learning Plan.

Identified Need

AEACES is an IBPYP school and must offer the program to all its students. Teachers need to be able to adapt units of inquiry to the distance teaching model and students need to have access to the curriculum materials. In addition, any teachers new to AEA must be trained in IBPYP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Written curriculum (IB Planners) must be updated to reflect distance learning model.	2 Units of inquiry have been updated per grade level based on Spring units taught	6 Units of inquiry updated to reflect distance learning model
100% of teachers will use Canvas as a learning management system and Zoom to deliver the IBPYP curriculum with 100% feeling moderate to advanced on Canvas	0% of teachers using Canvas, 60% of teachers using free Zoom. 55% report being a beginner to novice while 45% report being intermediate or advanced.	100% of teachers using Canvas, 100% of teachers using Zoom upgraded version. 100% of teachers report being intermediate or advanced uses of Canvas.
All staff new to AEA will have a Level 1 IBPYP training	0% of new teachers have formal IBPYP training (2 teachers)	100% of new teachers will be trained at Level 1 IBPYP

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

Schedule collaborative planning for teaching team and specials team to reflect and update unit planners. This work will be done on Wednesday minimum days (at least 6 times a year) during Professional Development days Wednesday, PD days (at least 2 times per year). Specials will have the opportunity to meet with grade level teams at least 2x per year to collaborate on unit planners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase and implement Canvas and Zoom upgrade across grade levels to implement distance learning. Teacher will begin introduction to Canvas in August during the week prior to students coming and will work collaboratively to set up grade level classrooms for all students to access curriculum. Canvas content will be updated weekly and will meet at least the minimum number or instructional minutes as mandated by the state.

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)

13389

Source(s)

CARES Act

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

Provide Professional Development for all teachers new to the IBPPY virtually.

Proposed Expenditures for this Strategy/Activity

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

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

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.

N/A

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

N/A

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.

N/A

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

Targeted Subgroup Support

LEA/LCAP Goal

Create structures that support the needs of English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Goal 2

Create structures that support the needs of English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities throughout all phases of the AEA Teaching and Learning Plan.

Identified Need

As seen in the SBAC data reviewed, English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities performed lower than "All Students" in both English Language

Arts and Mathematics. In English Language Arts 56% of "All Students" Met or Exceeded Standard and 59% of "All Students" Met or Exceed Standard in Mathematics. This placed the school in the Green Band of the CA Dashboard in both academic areas. As noted in the baseline data below, our targeted subgroups are performing below their peers in one or both of the subjects. English Language Learners are performing two levels below peers in ELA (Orange band) and one level below peers in Math (Yellow band). Socioeconomically Disadvantaged Students, while in the Green band in Mathematics are in the Yellow band for ELA. Students with disabilities are performing in the Yellow band for both subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC and ELPAC scores for English Language Learners in ELA and Mathematics	<p>SBAC ELA 2019 Met or Exceeded Standard: 21% Nearly Met Standard: 35% Not Met Standard: 44%</p> <p>SBAC Math 2019 Met or Exceeded Standard: 24% Nearly Met Standard: 49% Not Met Standard: 27%</p> <p>61.7% of ELL students are making progress towards English Language Proficiency based on ELPAC</p>	<p>Increase ELL students that Meet or Exceed Standard by at least 3% points in ELA</p> <p>Increase ELL students that Meet or Exceed Standard by at least 3% points in Math</p> <p>Increase the percentage of ELL students are making progress towards English Language Proficiency based on ELPAC by at least 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores for Socioeconomically Disadvantaged students	<p>SBAC ELA 2019 Met or Exceeded Standard: 33% Nearly Met Standard: 32% Not Met Standard: 45%</p> <p>SBAC Math 2019 Met or Exceeded Standard: 39% Nearly Met Standard: 36% Not Met Standard: 26%</p>	<p>Increase Socioeconomically Disadvantaged students that Meet or Exceed Standard by at least 3% points in ELA</p> <p>Increase Socioeconomically Disadvantaged students that Meet or Exceed Standard by at least 3% points in Math</p>
SBAC Scores for Students with Disabilities	<p>SBAC ELA 2019 Met or Exceeded Standard: 24% Nearly Met Standard: 32% Not Met Standard: 44%</p> <p>SBAC Math 2019 Met or Exceeded Standard: 18% Nearly Met Standard: 34% Not Met Standard: 48%</p>	<p>Increase Students with Disabilities that Meet or Exceed Standard by at least 3% points in ELA</p> <p>Increase Students with Disabilities students that Meet or Exceed Standard by at least 3% points in Math</p>
German Language Diploma (DSD)	Annual Participation in the DSD is 95% with a passing rate of 80% for immersion students. Annual participation rate for non-immersion students is 95%	Maintain or exceed Annual Participation in the DSD of 95% with a passing rate of 80% for immersion students and Annual participation rate for non-immersion students of 95%

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)

English Language Learners

Strategy/Activity

Incorporate Guided Language Acquisition and Design (GLAD) strategies to both General Education and small group tier 1 and tier 2 supports. Key teachers at each grade level will be trained in the 8 day training. Trained teachers will provide school-wide and team level training to appropriate teachers and aides. GLAD strategies will be incorporated into units of inquiry and individual lessons.

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)

10698

Source(s)

Title II Part A: Improving Teacher Quality

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Targeted Tier 1 and Tier 2 ELA/ELD supports will be provided in small groups by grade level classroom aides and 2 Readings Specialists. Aides and Specialists will be trained in the ELD standards to provide small group and whole group supports as well as differentiation. During distance learning this may happen via small Zoom groups or breakout rooms.

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)

75196

Source(s)

LCFF

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Socioeconomically Disadvantaged Students

Strategy/Activity

Grade level aides provide small group support and differentiation in both ELA and Mathematics. During distance learning this may happen via small Zoom groups or breakout rooms.

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)

38661

Source(s)

Title I

10000	Title IV Part A: Student Support and Academic Enrichment
107797	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

Extended Day Math Opportunities for students who qualify with special consideration given to Socioeconomically Disadvantaged Students. Extended Day Math is a 2x a week after school program to support students who are not meeting standards.

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)

45152

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Early intervention and targeted supports for Students with Disabilities including: increased pull out time to target skill deficit in primary grades, implementation of Zones of Regulation to support socio-emotional readiness and self-regulation, increased opportunities for collaboration, Thinking Skills program provided by San Diego State University Year 3rd Year School Psychology Students, and team teaching between the Education Specialists and General Education 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)

Source(s)

305457	Special Education
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Increase accessibility and comfortability around assessment through direct instruction of testing accommodations used on standardized test and stress reducing actions students can take minimize anxiety. Education Specialist have trained themselves and will continue to directly teach their students and allow them to practice accessing the accommodations available during testing. Self-regulation strategies are also regularly incorporated into both high stakes and lower stakes assignments and assessments to familiarize students with the strategies and have awareness of when to use them.

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)
113903	Special Education

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities

Strategy/Activity

During the 2020-2021 school year, students in these targeted subgroups will have first access to in-person learning in all phases of The Teaching and Learning Plan (distance, hybrid, full-time in-person).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities

Strategy/Activity

Summer School will be provided for targeted students who are in needed of extended learning opportunities with special consideration given to students in these subgroups.

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)

48941

Source(s)

CARES Act

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities

Strategy/Activity

Provide Targeted tier1 and tier 2 intervention for all subgroups in the German Language. This includes small group tutoring, office hours, German Music to support language development and acquisition, opportunities for differentiation provided by teachers, support staff, instructional assistants, and interns. Through distance learning small groups will be provide through small group Zooms and breakout rooms.

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)

116272

Source(s)

LCFF

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.

N/A

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

N/A

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.

N/A

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

Family Involvement and Support

LEA/LCAP Goal

Increase resources and services to increase parent engagement across demographics.

Goal 3

Increase resources and services to ensure families have access to supports needed to be successful in all phases of the AEA Teaching and Learning Plan (distance, hybrid, full-time in-person) across demographics.

Identified Need

Surveys given in the spring of 2020 showed that 72% of those surveyed report that their child did not have access to a computer at home and 13% of families did not have internet connection. 398 families reported they needed supplies to support their child's distance learning. In addition, in the spring no families received school-wide classroom materials from site due to COVID restrictions and shelter in place orders. Although technology and nutrition was quickly given out to all families in need, classroom materials, textbooks, and hard copies of curriculum were not provided and many families requested hands-on options to support distance learning. In addition, prior to COVID, there were at least monthly opportunities for school-wide informational and educational opportunities, these were limited to Board Meetings and parent Informational meetings with the administration after March 13th.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of devices and arranged internet capacity for families.	As of June 19, 2020, 439 chromebooks were checked out, 33 families signed up for Cox internet and 12 hot spots were provided.	Provide 2:1 computers to student ratio so all students can have a device at home and in school.
Number of Parent Universities and school-wide informational events given that provide Spanish and American Sign Language translation in all phases of the Teaching and Learning Plan	Six school-wide events were calendared after the March 13th shut down. These were limited to Board Meetings, Evenings with the Admin, and a drive through 5th grade promotion. It did not include parent universities or conferences.	Provide at least 2 monthly events to inform and educate families about school related issues and curriculum either via Zoom or in-person with translation services provided. Include opportunities for parent education.
Number of Materials Distributed Days made	Upon the school shut down on March 13 - June students did	100% of students will have access and will receive all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
available to families in all phases of the Teaching and Learning Plan.	not have access to hands-on supplies or materials from their classrooms other than what brought home on their last day of instruction. No material distribution days were established due to quarantine restrictions and guidelines in place due to COVID-19.	materials necessary to be successful in all phases of the Teaching and Learning Plan.

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

AEA will supply all students with chromebooks, headphones, and a mouse who request it. Our goal is to ensure we have devices for each child to have at home and at school upon our return. In addition, AEA will support each family with internet access. AEA has a 24 hour hotline number for voice and texts to support all families with ongoing technology needs and 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)

128000

Source(s)

CARES Act

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

Create monthly online and/or in-person events that inform and educate our learning community. This includes: Board Meetings, Parent Universities, Evenings with the Admin, Parent Conferences, Back to School Night and Open House opportunities. Interpretation will be made available in Spanish and American Sign Language (ASL).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF

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

Materials Distribution Days for each unit of inquiry (at least 5) will be planned for each grade level where families can pick up hard copy curricular and hands on support materials during distance and hybrid learning. This includes, but is not limited to: textbooks, workbooks, literature, library books, school supplies, math manipulatives, reteach packets, hard copies of curriculum, art supplies, and PE equipment. Safe social distancing practices will be followed.

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)
38447	Lottery: Instructional Materials
48235	LCFF

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.

N/A

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

N/A

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.

N/A

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

Increase Average Daily Attendance (ADA) to 97.5%

Goal 4

Maintain Average Daily Attendance of 97% through all phases of the Teaching and Learning Plan despite the freeze of ADA for the 2020-2021 school year with accessible and flexible content within each phase of the AEA Teaching and Learning Plan and through high-interest content and connection opportunities for students.

Identified Need

Since COVID 19 and the shelter in place order in March of 2020, attendance and engagement has been a concern for AEA. Although attendance remains high and attrition low, It is imperative that students have access to teaching and learning in all phases of the AEA Teaching and Learning Plan. A parent survey in late spring of 2020 showed that 73% of those surveyed were "Satisfied" or "Very Satisfied" with our Distance Learning Plan with 72% reporting the time their students were spending on distance learning to be "Just Right." In order for students to be enrolled and engaged, each phase of our Teaching and Learning plan needs to meet the needs of students and families. Therefore; it is an identified need to continue to seek input from our families as we navigate the 2020-2021 school year. In addition, in a survey given to 4th grade students, 87.6% of students feel safe at school, 8.6% felt safe some of the time and 3.8% reported not feeling safe at school. 75% of 4th grade students feel that the adults on campus care about them, 25% felt adults cared some of the time and there were no students who felt adults don't care about them. While on campus and in distance learning, we want to ensure all students feel safe with the environment and adults who support them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	97.42%	97%
Weekly Engagement Reports	94% student engagement as defined by the State of student accessing learning via in-person, virtual "live" or asynchronous opportunities at least 60% of each week.	At least 95% student engagement as defined by the State of student accessing learning via in-person, virtual "live" or asynchronous opportunities at least 60% of each week.
4th and 5th Grade Student Survey Data	4th grade students, 87.6% of students feel safe at school, 8.6% felt safe some of the time and 3.8% reported not feeling	Maintain at least 88% of students reporting they feel safe at school and reduce number of students who report

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	safe at school. 75% of 4th grade students feel that the adults on campus care about them, 25% felt adults cared some of the time and there were no students who felt adults don't care about them.	not feeling safe to 0%. Increase the number of students to at least 80% who feel the adults on campus care about them.
Parent Survey	A parent survey in late spring of 2020 showed that 73% of those surveyed were "Satisfied" or "Very Satisfied" with our Distance Learning Plan with 72% reporting the time their students were spending on distance learning to be "Just Right."	Achieve at least 75% of families surveyed to be "Satisfied" or "Very Satisfied" with our Teaching and Learning Plan and at least 75% reporting the time students were spending on learning to be "Just Right."

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

Provide synchronous and asynchronous learning opportunities for all students that provides flexibility to students and families during distance and hybrid 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)

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

Utilize Universal Design Learning practices to support student accessibility and engagement through distance, hybrid, and in-person 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)

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

Create high interest activities such as Zoom social time, Crazy Hair Day, German Spirit Day, virtual field trips, Book Club, Science Team, Green Team, Pen Pals, Spelling Club, Safe School Ambassadors both in-person and virtually to enhance student engagement and overall rating of school climate.

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)

10174	LCFF
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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

Connect transdisciplinary academic content to high interest specials weekly or bi-weekly through all phases of the AEA Teaching and Learning plan. This includes: Library, Gardening, Art, Music, PE, and Science.

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)

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

Provide Socio-emotional support through tier 1, tier 2, and tier 3 practices and intervention. This includes the incorporation of Responsive Classroom strategies in morning meetings and in daily lesson planning, providing teacher office hours, Zones of Regulation, and counseling services by the School Psychologist and School Psychology intern.

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)

162627

Source(s)

Special Education

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a clean and safe school site that students are proud to be a part of through all phases of the Teaching and Learning plan. This includes: full time custodian, repurposing of Safety Crew (Distance Learning/Summer school), outsourced Cleaning Company, Safety Crew to monitor student safety (hybrid, in-person), all staff training in A.L.I.C.E protocols, the purchase of Personal Protective Equipment and health monitoring equipment for staff and students to comply with guidelines which include masks, shields, gloves, thermometers, and plexiglass, and the implementation of Health Monitoring protocols for hybrid and in-person 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)

230492

Source(s)

CARES Act

41763

LCFF

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.

N/A

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

N/A

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.

N/A

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$1,551,204.00

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	\$83,813.00
Title II Part A: Improving Teacher Quality	\$15,698.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$109,511.00

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 (\$)
	\$0.00
CARES Act	\$420,822.00
LCFF	\$400,437.00
Lottery: Instructional Materials	\$38,447.00
Special Education	\$581,987.00

Subtotal of state or local funds included for this school: \$1,441,693.00

Total of federal, state, and/or local funds for this school: \$1,551,204.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	420,822.00
LCFF	400,437.00
Lottery: Instructional Materials	38,447.00
Special Education	581,987.00
Title I	83,813.00
Title II Part A: Improving Teacher Quality	15,698.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	85,894.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	CARES Act	420,822.00
	LCFF	325,241.00
	LCFF	75,196.00
	Lottery: Instructional Materials	38,447.00
	Special Education	581,987.00

	Title I	83,813.00
	Title II Part A: Improving Teacher Quality	5,000.00
	Title II Part A: Improving Teacher Quality	10,698.00
	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,389.00
Goal 2	872,077.00
Goal 3	215,682.00
Goal 4	445,056.00

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:

- School Principal
- Classroom Teachers

Name of Members

Role

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 .

Attested:

Principal, Greta Bouterse on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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