

# 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
Cinnabar Charter School	49-70649-6051635	February 1, 2021	February 1, 2021

## 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

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance for all students. California Education Code Sections 41507, 41572, 64001, and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through SPSA.

During the spring of 2019 and from August 2019 to present, the school has been closed to in-person instruction due to the COVID-19 pandemic. Surveys regarding what is working and not working with distance learning have been used this school year.

With the closures of the school site and the move to distance learning, the focus has been on providing quality education via online platforms, hardware for students, and internet service for families.

Interventions and data analysis has been used to improve student data. A focus on attendance has helped to increase attendance daily of students. The teachers have had a focus on effective instructional practices including social/emotional learning.

Health protocols and procedures will guide the structure of in person instruction as we move forward from distance learning back to in-person learning. (Board adopted September 2020).

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.

Due to the unusual situation of the COVID-19 pandemic where conducting education instruction has been online, this plan covers both the 2019-2020 and the 2020-2021 school years.

The collected data, staff development, technology support, and continued monitoring of student progress will be the focus on the 2020-2021 school year.

Due to the pandemic, measures are being taken to ensure that the physical health and safety of the students when they return to in-person instruction including: PPE (masks, face shields, and gloves), automatic soap and sanitizer dispensers, plexiglass barriers, social distancing floor decals and protocols for daily health checks. The district purchased air purifiers for each classroom.

With the advent of distance learning, which began in the spring of 2020 and is continuing into 2020-2021, teacher training has been re-focused on distance learning techniques and the use of various platforms/applications, programs including Google Classroom, Zoom, Lexia, and other online platforms. Monitoring and review of distance learning made apparent the need for upgraded and increased teacher and student technology hardware, software, and applications.

This year we have been communicating with families primarily with individual phone calls, texts, and weekly district newsletters. With the news of distance learning, in the spring of 2020 and into 2020-2021, general communication is through email. Weekly communications are sent to families, posted on facebook, and the website.

During the spring of 2020, the lack of reliable internet connectivity for many families become apparent. In the 2020-2021 school year, we have provided internet connections through a hot spot for many families. All students were issued a laptop or tablet. School support for internet service will continue only during distance learning.

During the 2020-2021 school year, attendance will continue to be tracked and analyzed monthly using the Daily Participation and Weekly Engagement Record as well as through Schoowise. Truancy and chronic absent letters will be sent out as warranted.

# 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).

We have surveyed families regarding preference for in person, hybrid, or virtual learning. Teachers survey students in regards to courses and progress. Teachers have completed surveys regarding goals for the year and professional development.

## 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 observed periodically by the administrator. New teachers are enrolled in an induction program and observed regularly by an master teacher. Teachers are evaluated formally and informally.

## 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)

Cinnabar School District teachers annually examine results of formative and summative assessments and standardized tests to modify instruction as necessary.

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

Cinnabar School District teachers use curriculum embedded assessments, progress monitoring assessments, and other assessments to modify instruction and scaffold curriculum as necessary.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet or in process towards completing the requirements to meet the NCLB requirement of highly qualified teachers.

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

Collaboration time to refine assignments, coursework, and assessments.

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

Goal #2, aligning all curriculum to CCSS.

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

New teachers participate in an induction program which includes attending monthly seminars with new teachers, one-on-one observations, and conferences with the Induction coach.

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

Teachers collaborate in groups, TK-2, 3-5, and 6-8. They also collaborate with small schools to share instructional strategies.

## Teaching and Learning

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

Aligning materials to the Common Core State Standards is part of our ongoing conversation.

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

All teachers are meeting or exceeding to the recommended instructional minutes for reading/language arts and math.

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

All teachers have a master schedule and pacing calendar with flexibility and intervention for small groups.

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

All teachers have standards based instructional materials including intervention materials and deliver instruction to all students

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

All teachers have standards based instructional materials including intervention materials.

## Opportunity and Equal Educational Access

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

Teachers offer office hours outside of instructional time. They meet with small groups to target specific skills as necessary.

Evidence-based educational practices to raise student achievement

Teachers have professional development on best practices and they examine data

## Parental Engagement

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

We encourage parents, teachers, and community members to be involved in the school.

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)

This plan is shared with the community members, school site council, the teachers and the school board for input and feedback.

## 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

The LCAP and SPSA was reviewed, discussed, and updated during the following meetings:  
School Site Council: September 2020, October 2020, November 2020, December 2020  
Board of Trustees: September 2020, October 2020, November 2020, December 2020  
Teacher/Staff/Office Meetings 2x monthly throughout the school years

## Resource Inequities

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

# 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%			0
African American	0.82%	1.61%	3.24%	2	4	8
Asian	%	%	0%			0
Filipino	0.41%	%	0%	1		0
Hispanic/Latino	62.14%	64.66%	65.59%	151	161	162
Pacific Islander	0.82%	0.8%	0.81%	2	2	2
White	34.16%	29.72%	26.72%	83	74	66
Multiple/No Response	%	%	3.24%			1
<b>Total Enrollment</b>				243	249	247

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	21	19	20
Grade 1	23	27	25
Grade 2	30	23	26
Grade3	37	31	23
Grade 4	25	39	36
Grade 5	26	27	38
Grade 6	31	29	30
Grade 7	28	22	28
Grade 8	22	32	21
<b>Total Enrollment</b>	243	249	247

### Conclusions based on this data:

1. We have relatively steady enrollment

# 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	125	112	114	51.4%	45.0%	46.2%
Fluent English Proficient (FEP)	9	28	26	3.7%	11.2%	10.5%
Reclassified Fluent English Proficient (RFEP)		0	4	0	0.0%	3.6%

### Conclusions based on this data:

1. Reclassification rates are improving.

# 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	29	38	32	29	38	31	29	38	31	100	100	96.9
Grade 4	26	28	40	26	28	39	26	28	39	100	100	97.5
Grade 5	27	29	27	27	29	27	27	29	27	100	100	100
Grade 6	37	31	28	36	31	28	36	31	28	97.3	100	100
Grade 7	30	31	21	30	31	20	30	31	20	100	100	95.2
Grade 8	22	25	30	20	25	30	20	25	30	90.9	100	100
All Grades	171	182	178	168	182	175	168	182	175	98.2	100	98.3

\* 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	2405.	2436.	2444.	10.34	28.95	29.03	27.59	21.05	35.48	24.14	23.68	19.35	37.93	26.32	16.13
Grade 4	2465.	2456.	2461.	19.23	25.00	20.51	34.62	14.29	15.38	23.08	21.43	35.90	23.08	39.29	28.21
Grade 5	2468.	2511.	2468.	7.41	17.24	7.41	33.33	37.93	40.74	18.52	24.14	7.41	40.74	20.69	44.44
Grade 6	2504.	2488.	2539.	5.56	3.23	10.71	33.33	25.81	50.00	30.56	22.58	25.00	30.56	48.39	14.29
Grade 7	2544.	2528.	2552.	3.33	6.45	5.00	30.00	25.81	45.00	56.67	45.16	35.00	10.00	22.58	15.00
Grade 8	2545.	2560.	2568.	0.00	0.00	13.33	40.00	44.00	40.00	40.00	40.00	33.33	20.00	16.00	13.33
All Grades	N/A	N/A	N/A	7.74	14.29	15.43	32.74	27.47	36.00	32.14	29.12	26.29	27.38	29.12	22.29

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	17.24	34.21	38.71	31.03	42.11	41.94	51.72	23.68	19.35
Grade 4	15.38	25.00	17.95	69.23	39.29	51.28	15.38	35.71	30.77
Grade 5	11.11	24.14	18.52	40.74	58.62	33.33	48.15	17.24	48.15
Grade 6	13.89	3.23	25.00	38.89	32.26	50.00	47.22	64.52	25.00
Grade 7	16.67	12.90	10.00	53.33	48.39	60.00	30.00	38.71	30.00
Grade 8	5.00	8.00	30.00	75.00	76.00	50.00	20.00	16.00	20.00
All Grades	13.69	18.68	24.00	49.40	48.35	47.43	36.90	32.97	28.57

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	13.79	26.32	35.48	48.28	42.11	48.39	37.93	31.58	16.13
Grade 4	23.08	21.43	10.26	46.15	42.86	64.10	30.77	35.71	25.64
Grade 5	11.11	24.14	18.52	55.56	51.72	55.56	33.33	24.14	25.93
Grade 6	19.44	12.90	21.43	52.78	48.39	67.86	27.78	38.71	10.71
Grade 7	13.33	9.68	30.00	80.00	67.74	60.00	6.67	22.58	10.00
Grade 8	10.00	8.00	20.00	80.00	72.00	56.67	10.00	20.00	23.33
All Grades	15.48	17.58	21.71	59.52	53.30	58.86	25.00	29.12	19.43

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	6.90	28.95	16.13	82.76	57.89	61.29	10.34	13.16	22.58
Grade 4	7.69	17.86	17.95	73.08	67.86	58.97	19.23	14.29	23.08
Grade 5	7.41	17.24	14.81	77.78	72.41	55.56	14.81	10.34	29.63
Grade 6	8.33	9.68	17.86	66.67	58.06	71.43	25.00	32.26	10.71
Grade 7	10.00	9.68	5.00	73.33	74.19	70.00	16.67	16.13	25.00
Grade 8	0.00	8.00	16.67	85.00	84.00	73.33	15.00	8.00	10.00
All Grades	7.14	15.93	15.43	75.60	68.13	64.57	17.26	15.93	20.00

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	31.03	23.68	19.35	55.17	55.26	64.52	13.79	21.05	16.13
Grade 4	26.92	17.86	20.51	61.54	53.57	61.54	11.54	28.57	17.95
Grade 5	18.52	31.03	11.11	44.44	55.17	44.44	37.04	13.79	44.44
Grade 6	19.44	16.13	28.57	44.44	61.29	60.71	36.11	22.58	10.71
Grade 7	20.00	12.90	20.00	70.00	77.42	70.00	10.00	9.68	10.00
Grade 8	15.00	12.00	20.00	50.00	80.00	60.00	35.00	8.00	20.00
All Grades	22.02	19.23	20.00	54.17	63.19	60.00	23.81	17.58	20.00

**Conclusions based on this data:**

- Overall, we are seeing the majority of students at or above standard in reading and language arts.
- Of the subgroups above, demonstrating understanding of literary and non-fictional texts was a struggle for many students.

# 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	29	38	32	29	38	32	29	38	32	100	100	100
Grade 4	26	28	40	26	28	40	26	28	40	100	100	100
Grade 5	27	29	27	27	29	27	27	29	27	100	100	100
Grade 6	37	31	28	37	31	28	37	31	28	100	100	100
Grade 7	30	31	21	30	31	21	30	31	21	100	100	100
Grade 8	22	25	30	21	25	30	21	25	30	95.5	100	100
All Grades	171	182	178	170	182	178	170	182	178	99.4	100	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	2424.	2424.	2423.	13.79	7.89	3.13	37.93	39.47	31.25	20.69	23.68	46.88	27.59	28.95	18.75
Grade 4	2452.	2462.	2454.	7.69	14.29	5.00	30.77	35.71	27.50	26.92	21.43	42.50	34.62	28.57	25.00
Grade 5	2441.	2472.	2438.	7.41	6.90	3.70	3.70	6.90	7.41	18.52	48.28	40.74	70.37	37.93	48.15
Grade 6	2501.	2455.	2502.	5.41	3.23	10.71	27.03	9.68	21.43	35.14	29.03	32.14	32.43	58.06	35.71
Grade 7	2519.	2488.	2465.	6.67	0.00	0.00	23.33	25.81	0.00	40.00	29.03	52.38	30.00	45.16	47.62
Grade 8	2501.	2521.	2501.	0.00	4.00	6.67	19.05	16.00	16.67	23.81	40.00	26.67	57.14	40.00	50.00
All Grades	N/A	N/A	N/A	7.06	6.04	5.06	24.12	23.08	19.10	28.24	31.32	39.89	40.59	39.56	35.96

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	31.03	15.79	25.00	34.48	52.63	31.25	34.48	31.58	43.75
Grade 4	15.38	28.57	10.00	26.92	25.00	50.00	57.69	46.43	40.00
Grade 5	7.41	6.90	0.00	11.11	31.03	33.33	81.48	62.07	66.67
Grade 6	18.92	3.23	3.57	43.24	25.81	46.43	37.84	70.97	50.00
Grade 7	6.67	16.13	0.00	46.67	22.58	33.33	46.67	61.29	66.67
Grade 8	0.00	0.00	10.00	28.57	52.00	33.33	71.43	48.00	56.67
All Grades	14.12	12.09	8.99	32.94	35.16	38.76	52.94	52.75	52.25

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	31.03	23.68	18.75	41.38	50.00	65.63	27.59	26.32	15.63
<b>Grade 4</b>	11.54	21.43	12.50	53.85	46.43	52.50	34.62	32.14	35.00
<b>Grade 5</b>	7.41	6.90	3.70	18.52	41.38	44.44	74.07	51.72	51.85
<b>Grade 6</b>	5.41	6.45	10.71	51.35	35.48	64.29	43.24	58.06	25.00
<b>Grade 7</b>	10.00	3.23	0.00	66.67	54.84	42.86	23.33	41.94	57.14
<b>Grade 8</b>	14.29	4.00	10.00	33.33	68.00	43.33	52.38	28.00	46.67
<b>All Grades</b>	12.94	11.54	10.11	45.29	48.90	52.81	41.76	39.56	37.08

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	24.14	21.05	12.50	51.72	52.63	62.50	24.14	26.32	25.00
<b>Grade 4</b>	19.23	32.14	12.50	50.00	35.71	47.50	30.77	32.14	40.00
<b>Grade 5</b>	3.70	0.00	7.41	33.33	68.97	55.56	62.96	31.03	37.04
<b>Grade 6</b>	13.51	6.45	14.29	45.95	38.71	46.43	40.54	54.84	39.29
<b>Grade 7</b>	16.67	0.00	0.00	63.33	58.06	71.43	20.00	41.94	28.57
<b>Grade 8</b>	0.00	4.00	6.67	66.67	64.00	63.33	33.33	32.00	30.00
<b>All Grades</b>	13.53	10.99	9.55	51.18	52.75	56.74	35.29	36.26	33.71

**Conclusions based on this data:**

1. Math is the area that we are focused on improvement this year. Many students are struggling.

# 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	*	*	*	*	*	*	*	6
Grade 1	1471.2	1468.5	1467.3	1477.9	1474.5	1458.7	20	21
Grade 2	1499.7	1492.8	1502.5	1483.8	1496.3	1501.1	15	16
Grade 3	1517.0	1504.7	1502.4	1497.8	1531.0	1511.3	22	15
Grade 4	1512.5	1531.1	1498.0	1516.6	1526.6	1545.1	14	22
Grade 5	*	1527.5	*	1508.4	*	1546.3	*	11
Grade 6	*	*	*	*	*	*	*	10
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	9
All Grades							109	116

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		*	*	*	*	*	*	*	*	*
1	55.00	9.52	*	57.14	*	28.57	*	4.76	20	21
2	*	6.25	*	68.75	*	18.75		6.25	15	16
3	*	26.67	63.64	46.67	*	6.67		20.00	22	15
4	*	45.45	*	31.82	*	18.18	*	4.55	14	22
5	*	27.27	*	18.18		45.45		9.09	*	11
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
All Grades	39.45	22.41	40.37	45.69	14.68	22.41	*	9.48	109	116

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		*	*	*	*	*	*	*	*	*
1	60.00	28.57	*	47.62	*	19.05	*	4.76	20	21
2	*	31.25	*	50.00	*	12.50		6.25	15	16
3	*	46.67	54.55	26.67	*	20.00	*	6.67	22	15
4	*	54.55	*	40.91		0.00	*	4.55	14	22
5	*	18.18		63.64		18.18		0.00	*	11
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	44.95	37.07	40.37	42.24	*	14.66	*	6.03	109	116

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		*		*	*	*	*	*	*	*
1	*	4.76	*	38.10		33.33	*	23.81	20	21
2	*	12.50	*	62.50	*	25.00	*	0.00	15	16
3	*	20.00	59.09	40.00	*	13.33	*	26.67	22	15
4	*	27.27	*	40.91	*	27.27	*	4.55	14	22
5	*	9.09	*	18.18	*	54.55		18.18	*	11
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	32.11	16.38	41.28	39.66	17.43	27.59	*	16.38	109	116

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	*	*	*	*	*	*	*	*
1	70.00	57.14	*	42.86	*	0.00	20	21
2	80.00	37.50	*	56.25		6.25	15	16
3	*	46.67	50.00	46.67	*	6.67	22	15
4	*	54.55	*	40.91	*	4.55	14	22
5	*	9.09	*	90.91		0.00	*	11
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
All Grades	55.05	40.52	38.53	52.59	*	6.90	109	116

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
1	*	9.52	*	80.95	*	9.52	20	21
2	*	12.50	*	81.25	*	6.25	15	16
3	50.00	40.00	*	46.67	*	13.33	22	15
4	*	36.36	*	54.55	*	9.09	14	22
5	*	36.36	*	63.64		0.00	*	11
All Grades	49.54	28.45	43.12	61.21	*	10.34	109	116

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
1	55.00	23.81	*	52.38	*	23.81	20	21
2	*	25.00	*	75.00	*	0.00	15	16
3	*	13.33	77.27	60.00	*	26.67	22	15
4	*	22.73	*	63.64	*	13.64	14	22
5	*	27.27	*	54.55		18.18	*	11
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
All Grades	33.94	20.69	49.54	60.34	16.51	18.97	109	116

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
1	*	9.52	70.00	71.43	*	19.05	20	21
2	*	12.50	*	87.50		0.00	15	16
3	*	33.33	59.09	53.33	*	13.33	22	15
4	*	45.45	*	50.00		4.55	14	22
5	*	9.09	*	90.91		0.00	*	11
<b>All Grades</b>	41.28	23.28	54.13	65.52	*	11.21	109	116

**Conclusions based on this data:**

1. In 2018-2019, we saw a decrease in the amount of students who were level 4 or well developed in writing.
2. In 2018-2019, we saw an increase in the amount of students who were level 3 or somewhat/moderate in writing.
3. The ELPAC is a rigorous and challenging test and there are is some promising data that shows progress for our English Learners based on the ELPAC results.

# 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
<b>249</b>	<b>50.2</b>	<b>45.0</b>	<b>0.8</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	112	45.0
Foster Youth	2	0.8
Homeless	1	0.4
Socioeconomically Disadvantaged	125	50.2
Students with Disabilities	40	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.6
Hispanic	161	64.7
Two or More Races	8	3.2
Pacific Islander	2	0.8
White	74	29.7

### Conclusions based on this data:

1. The majority of our students are classified as socio-economically disadvantaged which means that they are need of advocacy for equitable resources to ensure their success
2. Our students with disabilities population is at 16.1% which merits on-going monitoring and support to ensure they have the resources they need.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 849 533">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1258 506 1315 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 376 730">Orange</p>		

#### Conclusions based on this data:

1. We have been using PBIS what has caused our suspension rates to be very low.
2. Chronic absenteeism has been reduced over the last 2 years but needs to be our priority as well.
3. We have been very focused on ELA instruction and are not prioritizing math.

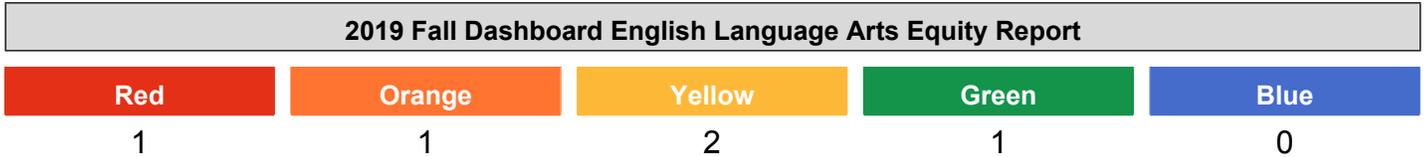
# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>4.6 points below standard</p> <p>Increased ++7.5 points</p> <p>171</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>25.5 points below standard</p> <p>Maintained ++1.6 points</p> <p>93</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>11.6 points below standard</p> <p>Increased ++5.9 points</p> <p>132</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>88.7 points below standard</p> <p>Declined Significantly -23.6 points</p> <p>33</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.3 points below standard Increased ++4.9 points 108	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 18.7 points above standard Increased ++11.4 points 51

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

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

Current English Learner	Reclassified English Learners	English Only
46.3 points below standard Maintained -0.8 points 69	34.1 points above standard Increased Significantly ++30.1 points 24	19.4 points above standard Increased ++10.3 points 74

**Conclusions based on this data:**

- We saw a significant increase (30.1) in the students who were reclassified.
- All students saw an increase in English Language Arts.

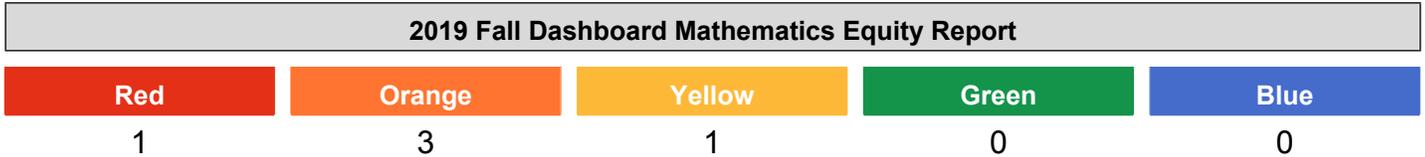
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Orange 55.9 points below standard Maintained -2.4 points 171	<p><b>English Learners</b></p>  Orange 71.3 points below standard Declined -12.7 points 93	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 61.2 points below standard Declined -11 points 132	<p><b>Students with Disabilities</b></p>  Red 141.8 points below standard Declined -11 points 33

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.1 points below standard Declined -12.9 points 108	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 40.6 points below standard Increased ++14.2 points 51

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	Reclassified English Learners	English Only
81.4 points below standard Declined -5.7 points 69	42.5 points below standard Declined -12.8 points 24	38.6 points below standard Increased ++10.6 points 74

**Conclusions based on this data:**

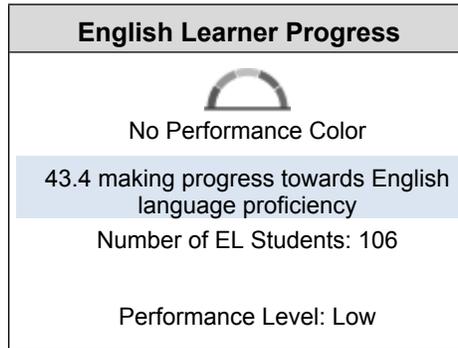
1. Students who are Current English Learners and Reclassified English Learners saw a decline in mathematics.
2. We are not meeting the needs of our Hispanic population in Math.

# 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
20.7	35.8	12.2	31.1

#### Conclusions based on this data:

1. There is a need for more strategic focus and instructional support for students scoring in levels 1 and 2.

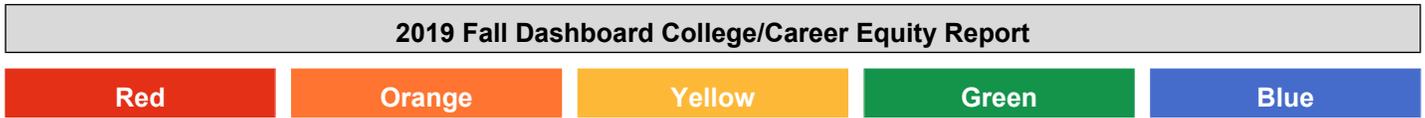
# School and Student Performance Data

## 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.



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.

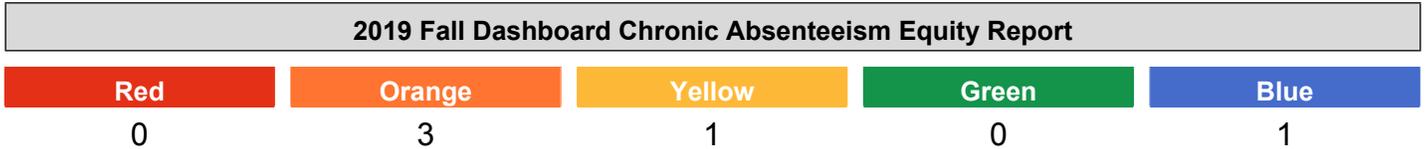
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 6.8 Increased +2.9 263	<p><b>English Learners</b></p>  Blue 0.8 Declined -0.8 120	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.6 Increased Significantly +4.1 198	<p><b>Students with Disabilities</b></p>  Orange 13.6 Increased +0.8 44

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.7 Increased +1.3 170	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 11.5 Increased +5.9 78

**Conclusions based on this data:**

- Overall, we have done well with reducing chronic absenteeism and I believe this can be attributed to our use of PBIS and attendance monitoring plans.

# School and Student Performance Data

## Academic Engagement Graduation Rate

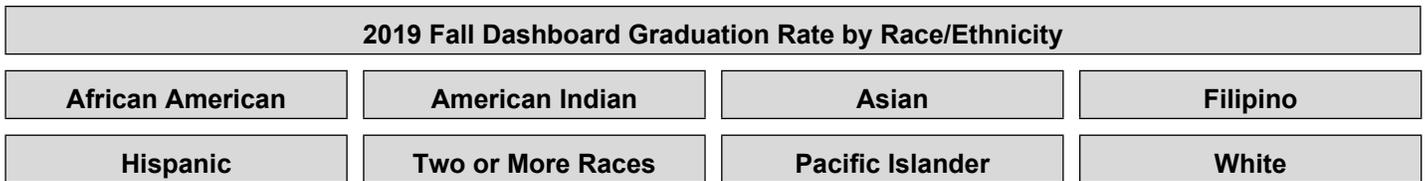
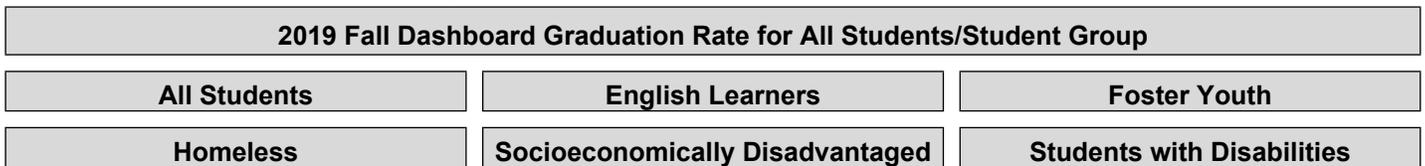
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

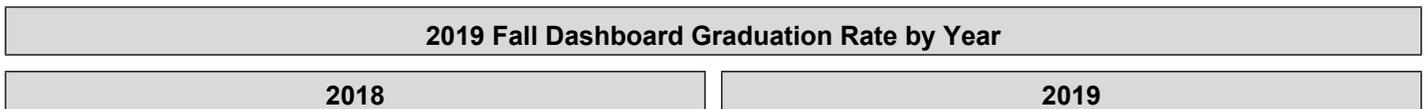
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

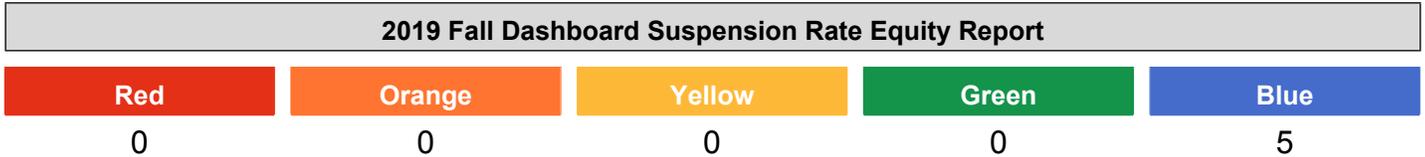
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



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 for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 264</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 120</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 198</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0 44</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4			
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 170	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 79

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

- The data shows zero suspensions which can be attributed to PBIS and providing a positive school climate and culture.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Attendance

## Goal 1

All students, including unduplicated and exceptional needs' students, will be engaged in their learning. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.

## Identified Need

Reduce Chronic Absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Cinnabar continues to push for the highest attendance possible, discouraging vacations and/or doctor appointments during school hours. Calls are made daily to find out the purpose for each absence and independent studies are required if the student has unexcused absences. The rate maintained was higher than 96% and was 96.29% for 2018-2019.	Charter will maintain high attendance rate at 96% or higher.
Chronic Absenteeism Rate	Cinnabar Charter has maintained .74 % chronic absenteeism (2 students) rate for 2018-2019 which is far below 5%	18-19 Charter will maintain low chronic absenteeism at less than 5% Baseline 2016-2017 Charter School Chronic Absenteeism Rate of 7%

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)

ELD Specialist and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance

**Strategy/Activity**

School Counselor and Superintendent/Principal continue to model Rtl systems supporting families needing tier 2 and 3 support keeping regular attendance as strong as possible. Attendance rate is 96.29%

**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)

0

School Wide Program (SWP)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Fully Align Curriculum and Assessments with California State Standards

## Goal 2

Cinnabar will continue to support teachers in implementing the California State Content Standards through professional development and professional learning communities. Students will receive high -quality instruction increasingly aligned with the California State Standards and CAASPP.

## Identified Need

Curriculum and Assessments need to be aligned with the California State Standards

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Indicator/Academic Indicators: 3-8 ELA SBAC Results	TK-8 assessment plan using district wide assessments	This assessment plan will continue to be refined
Local Indicator/Implementation of State Standards/Local Evaluation Tool	ELD instruction needs to be aligned with ELA standards and instruction.	

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)

Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NCSS standards and administer assessments that align with SBAC assessments.

### Strategy/Activity

Collaboration days do not require funding, math, science, and ela training and professional development will be under Title II.

### 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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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

mathematics

## Goal 3

The percentage of students to meet or exceed standards on math benchmark assessments will increase by 10%

## Identified Need

Based on the scores in mathematics in all subgroups, this is a priority for us.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Math Training - April 2021

Analyze Data from previous year's assessments and make adjustments

## 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)
-----------	-----------

1100

Source(s)

Title II Part A: Improving Teacher Quality

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## 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.

Amount(s)	Source(s)
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# 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	\$6,589.00

## 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 (\$)
School Wide Program (SWP)	\$0.00
Title II Part A: Improving Teacher Quality	\$6,589.00

Subtotal of additional federal funds included for this school: \$6,589.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$6,589.00

# 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
Kristina Arcuri	Principal
Joy Powell	Classroom Teacher
Alexandria Lowry	Other School Staff
Angel Judy	Other School Staff
Katie Vanko	Classroom Teacher
Mireya Garcia	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Kristina Arcuri on 2/1/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019