

School Year: **2019-20**

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
Forest Grove Elementary School	27661346026470	5/15/2019	

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.

Forest Grove Elementary School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

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).

Forest Grove Elementary fifth grade students, parents, and staff took the California Healthy Kids Survey.

Parent Survey Summary

Parent Involvement - Forest Grove scored high in nearly all areas of parent involvement with scores ranging from 86-95% of parents agreeing to the questions. One area of need surfaced in the area of the school actively seeking the input of parents before making important decisions - 68% of parents agreed with this statement.

School Keeps Parent Well-Informed - Forest Grove scored high most areas of this category as well with scores ranging from 80-97%. One area of need surfaced in the area of "providing information about why your child is placed in particular groups in classes" - 68% of responded that FG performed very well or just okay.

Academic Orientation - Forest Grove scored high in nearly all categories with scores ranging from 91-96%. Our lowest category was "school encourages students of all races to enroll in challenging courses - 59% agreed. Many of the respondents did not know and because we teach a general education curriculum, there are no specific "courses" at our school.

Learning Supports - Forest Grove scored high in most categories with scores ranging from 88-95%. Our lowest categories were programs for the child's talents, gifts, or special needs - 68% and quality counseling and supports for students with social or emotional needs - 69%.

Student participation - Forest Grove scored high in all categories with scores ranging from 82-99%

Respect and Cultural Sensitivity - Forest Grove Scored high in most categories with scores ranging from 87-95%. The two categories where Forest Grove scored lower had high numbers responding "Don't know/NA." Those categories were "school provides culturally appropriate materials" and racial/ethnic conflict (1% responded that this is somewhat a problem).

Student Risk Behavior - Forest Grove had very few respondents reply that the risk behaviors listed presented "somewhat of a problem" or a "large problem." Bullying rated the highest with 20% identifying it as somewhat of a problem or large problem.

Discipline - Forest Grove scores ranged from 77-78% for these two categories.

Facilities - FG scored 89% for our facilities being well maintained.

Nutrition - FG had 51% of respondents agree that our school provides healthy food choices.

Staff Survey Summary

Student Learning Environment - FG rated the student learning environment very high with responses ranging from 94-100% with most scoring 100%.

Staff Working Environment - FG rated the work environment high nearly all areas - 87-100%. The lowest percentages were 56% for "works to minimize paperwork" and 76% for "provides adequate benefits."

General staff Supports - 89%=training and 75% provides relevant paraprofessional training.

Perceived School Safety - Safe place for students 92%; safe place for staff 93%

Facilities - Well maintained 92%

Learning Conditions - Our scores in this area were generally high 88-100%. Lower areas included 83% rules in this school are made clear to students; 81% students know what the rules are.

Positive Peer Relations - All scores between 98-100%

Social Emotional Supports, Conflict management, and Bullying Prevention - 94-100%.

Respect Equity, and cultural sensitivity - Most scores ranged from 81-100%. Lower scores were 53% "staff examine their cultural biases"; 77% "uses culturally relevant instructional materials"

Learning Readiness and Engagement - Almost all scores ranged from 88-100%. Lowest score was 57% viewed disruptive student behavior is a moderate or severe problem.

Student Health and Risk Behavior - Almost all scores ranged from 92-100%. Lowest scores were 47% responded that student depression or other mental health issues are a problem; 75% responded students arrive at school alert and rested.

Discipline and Counseling - Forest Grove scored low in this area. 74% school clearly communicates to students the consequences of breaking rules; 59% agreed school clearly informs students what will happen if they break school rules; 53% agreed that the school handles discipline problems fairly; 58% agree school provides adequate counseling and support services for students.

Instruction and school environment - highest need for PD identified serving special ed students 60%; meeting social emotional needs of youth 69%;

Fifth Grade Students Survey

School environment scales - Forest Grove scored high in all areas with percentages ranging from 77-94% in almost all areas. The lowest percentage was 40% for meaningful participation at school.

Our school site council surveyed families regarding our Single Plan for Student Achievement goals from 2018-19.

Safety

We had 98% of our respondents either agree or strongly agree that their children feel safe at Forest Grove.

Another 93% of our respondents agreed that our facilities are safe and well maintained.

Reading and Writing Curriculum

Our families judged our reading and writing programs to be effective with 92% agreement that the reading program was meeting students' needs and 91% in agreement that the writing program was effective.

Math

There were 89% of our families that agreed that Forest Grove's math program was meeting their children's needs.

A number of parents commented that their children needed a more challenging math curriculum.

Social Emotional Learning

With regard to social emotional learning, 91% of our parents agreed that Forest Grove helps their student cope with anxiety and build positive peer relationships.

Parent comments indicated a desire for more education to occur in area of social emotional 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.

Throughout the year, administration conducted 21 formal evaluations lasting 30-60 minutes. Every week, administration conducted 5-25 informal drop in observations into classrooms lasting 5-10 minutes.

Administration found that teachers were using district adopted curriculum materials in a satisfactory manner to teach the California Content Standards. As we are adopting a new math curriculum for 2109-20, there will need to be substantial professional development to support implementation of the program.

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)

Last year's Smarter Balanced Assessment data was analyzed as was Dibels, SRI, and SMI data. Forest Grove exceeded the state requirement that 95% of the students in grades 2 through 5 take the state tests. The information from these assessments was used to place students into intervention groups, along with other district and local assessments.

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

In grades TK-2, the SuperKids language arts program provides both formative and summative assessments to monitor student progress and differentiate instruction. In grades 3-5, Benchmark Advance curriculum is aligned to the California Content Standards. All grades TK-5 will be implementing Swun math curriculum in 2019-20.. Included within the curriculum are formative and summative assessments aligned the California Content Standards in math. Additionally, Forest Grove will continue to implement the use of district interim formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at Forest Grove meet the NCLB requirements for Highly Qualified status.

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

All certificated teachers participate in mandatory district professional development programs lasting three work days in their contracted year. In addition, numerous teachers participate in individual professional development activities that are germane to their current assignment.

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

All staff development is aligned and supports the teaching of the California Content Standards. Data from multiple sources is used to identify areas of professional need. In 2018-19, local staff development focused on the implementation of small group instruction to assist our focus students in an effort to close our demonstrated achievement gap.

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

In 2018-19, Forest Grove has utilized content experts to assist our teachers in developing strategies for use in small group instruction, reading instruction, math instruction, and science instruction.

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

Students are dismissed from school early each Thursday to provide collaboration time for teachers. Teachers follow a professional learning community model to review student data to set instructional goals, plan interventions for students who demonstrate a need, and monitor student progress.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned to content and performance standards.

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

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

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

Teachers use the SuperKids pacing guides in grades K-2. Grades 3-5 have pacing guides for English Language Arts that include Benchmark Advance and novel studies. Teachers will follow the pacing scheduled of Swun math. Intervention courses that serve our Title 1 and Title 3 students are offered before school and embedded within the school day. Also, there is push in support available for our Title 1 reading intervention students in third grade as well as our fourth grade resource students.

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

Forest Grove has sufficient instructional materials for all students in Language Arts and math.

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 of our instructional materials are SBE-adopted and standards-aligned including our intervention materials.

Opportunity and Equal Educational Access

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

Services are provided both inside and through pull out intervention to underperforming students in English Language Arts and Math.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested teaching techniques to provide standards based instruction. Recently, professional development has focused on the implementation of small group instruction, the eight mathematical practices, and implementation of the next generation science standards.

Parental Engagement

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

Refer to school goals

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)

Refer to school goals

Funding

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

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The Forest Grove Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

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

Forest Grove involved multiple stakeholders in the review and update of our Single Plan for Student Achievement.

- At monthly meetings, our School Site Council reviewed progress we had made toward on goals.
- Parents provided feedback regarding our goals in a SPSA survey that was sent in February 2019
- Staff was consulted during monthly Site Leadership Team Meetings (10 total) and monthly Staff Meetings (9 total).

Resource Inequities

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

Not Applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.22%	1	1	1
African American	1.3%	1.7%	1.29%	6	8	6
Asian	6.8%	7.6%	7.54%	32	36	35
Filipino	1.3%	1.3%	0.86%	6	6	4
Hispanic/Latino	20.9%	19.5%	19.83%	99	92	92
Pacific Islander	0.6%	0.4%	0.65%	3	2	3
White	59.1%	60.3%	58.62%	280	285	272
Multiple/No Response	8.7%	2.3%	2.59%	41	11	12
Total Enrollment				474	473	464

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		114	92
Grade 1		73	86
Grade 2		80	67
Grade3		72	77
Grade 4		68	75
Grade 5		66	67
Total Enrollment		473	464

Conclusions based on this data:

1. Forest Grove enrollment and ethnic student groups have remained mostly stable over the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	62	46	53	13.1%	9.7%	11.4%
Fluent English Proficient (FEP)	27	48	43	5.7%	10.1%	9.3%
Reclassified Fluent English Proficient (RFEP)		11	7	0.0%	17.7%	15.2%

Conclusions based on this data:

1. The number of EL has fluctuated over the past three years. Currently, there are 35 EL students at Forest Grove which represents a decrease.
2. This trend indicates that our students are making good progress toward fluent English proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	76	76	66	72	73	66	72	73	89.2	94.7	96.1
Grade 4	68	70	75	63	64	70	63	64	70	92.6	91.4	93.3
Grade 5	82	69	65	79	67	62	79	67	62	96.3	97.1	95.4
All Grades	224	215	216	208	203	205	208	203	205	92.9	94.4	94.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2417.	2451.	39	27.78	39.73	21	13.89	23.29	21	26.39	13.70	18	31.94	23.29
Grade 4	2499.	2517.	2494.	40	37.50	38.57	24	35.94	27.14	11	15.63	10.00	25	10.94	24.29
Grade 5	2546.	2553.	2564.	43	43.28	43.55	27	26.87	35.48	22	14.93	9.68	9	14.93	11.29
All Grades	N/A	N/A	N/A	41	35.96	40.49	24	25.12	28.29	18	19.21	11.22	17	19.70	20.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	23.61	39.73	39	38.89	39.73	21	37.50	20.55	
Grade 4	38	42.19	40.00	37	53.13	41.43	25	4.69	18.57	
Grade 5	39	50.75	41.94	42	34.33	46.77	19	14.93	11.29	
All Grades	39	38.42	40.49	39	41.87	42.44	22	19.70	17.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	20.83	31.51	39	44.44	43.84	27	34.72	24.66
Grade 4	29	34.38	35.71	54	56.25	41.43	17	9.38	22.86
Grade 5	42	44.78	54.84	47	50.75	33.87	11	4.48	11.29
All Grades	35	33.00	40.00	47	50.25	40.00	18	16.75	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	20.83	28.77	59	56.94	57.53	9	22.22	13.70
Grade 4	35	32.81	27.14	60	62.50	62.86	5	4.69	10.00
Grade 5	27	23.88	40.32	65	68.66	54.84	9	7.46	4.84
All Grades	31	25.62	31.71	62	62.56	58.54	8	11.82	9.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	23.61	43.84	52	50.00	38.36	18	26.39	17.81
Grade 4	38	34.38	28.57	43	51.56	50.00	19	14.06	21.43
Grade 5	53	37.31	54.84	39	46.27	37.10	8	16.42	8.06
All Grades	41	31.53	41.95	44	49.26	41.95	14	19.21	16.10

Conclusions based on this data:

1. In 2018, fourth grade showed cohort growth last year of 20.9%.
2. Our area of greatest need remains the listening portion of the English Language Arts test.
3. In 2018, our third and fifth grade scores were the highest recorded in the past three years

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	76	76	66	73	75	66	73	75	89.2	96.1	98.7
Grade 4	68	70	75	63	64	71	63	64	71	92.6	91.4	94.7
Grade 5	82	69	65	79	67	63	79	67	63	96.3	97.1	96.9
All Grades	224	215	216	208	204	209	208	204	209	92.9	94.9	96.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2451.	2410.	2444.	26	13.70	26.67	26	24.66	32.00	29	26.03	18.67	20	35.62	22.67
Grade 4	2492.	2513.	2481.	25	29.69	22.54	30	32.81	35.21	33	35.94	23.94	11	1.56	18.31
Grade 5	2523.	2542.	2549.	30	38.81	38.10	22	20.90	22.22	28	22.39	25.40	20	17.91	14.29
All Grades	N/A	N/A	N/A	27	26.96	28.71	25	25.98	30.14	30	27.94	22.49	17	19.12	18.66

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	41	27.40	44.00	29	31.51	30.67	30	41.10	25.33	
Grade 4	37	40.63	36.62	38	45.31	32.39	25	14.06	30.99	
Grade 5	37	41.79	46.03	38	29.85	31.75	25	28.36	22.22	
All Grades	38	36.27	42.11	35	35.29	31.58	27	28.43	26.32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	28.77	26.67	50	41.10	50.67	14	30.14	22.67
Grade 4	30	31.25	29.58	46	54.69	46.48	24	14.06	23.94
Grade 5	38	44.78	41.27	38	35.82	39.68	24	19.40	19.05
All Grades	35	34.80	32.06	44	43.63	45.93	21	21.57	22.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	21.92	41.33	47	43.84	37.33	18	34.25	21.33
Grade 4	30	43.75	36.62	46	37.50	42.25	24	18.75	21.13
Grade 5	32	32.84	41.27	47	46.27	34.92	22	20.90	23.81
All Grades	32	32.35	39.71	47	42.65	38.28	21	25.00	22.01

Conclusions based on this data:

1. In 2018, third and fifth grade had their highest number of students at grade level or above.
2. In 2018, the fourth grade cohort showed growth of 17.4%
3. Concepts and Procedures is our area of greatest need.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1483.5	1486.1	1480.3	11
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				42

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					11
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*			*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	23	54.76	*	*	*	*	*	*	42

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*					11
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	27	64.29	*	*	*	*	*	*	42

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*					*	*	*
Grade 5	*	*	*	*	*	*			*
All Grades	15	35.71	11	26.19	*	*	*	*	42

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	11	100.00					11
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	24	57.14	16	38.10	*	*	42

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			11
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	28	66.67	13	30.95	*	*	42

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	15	35.71	17	40.48	*	*	42

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			11
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	18	42.86	21	50.00	*	*	42

Conclusions based on this data:

1. Not enough data to draw significant conclusions.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	26.7%	11.4%	0.9%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	11.4%
Foster Youth	4	0.9%
Socioeconomically Disadvantaged	124	26.7%
Students with Disabilities	10	2.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3%
American Indian	1	0.2%
Asian	35	7.5%
Filipino	4	0.9%
Hispanic	92	19.8%
Two or More Races	39	8.4%
Pacific Islander	3	0.6%
White	272	58.6%






Conclusions based on this data:

1. Forest Grove continues to have the highest percentage of socioeconomically disadvantaged youth in the district.
2. Forest Grove has the highest percentage of English Learners in the district.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Our area of greatest need is chronic absenteeism.
2. As a school, Forest Grove performs well in English Language Arts and mathematics, while maintaining a low suspension rate.

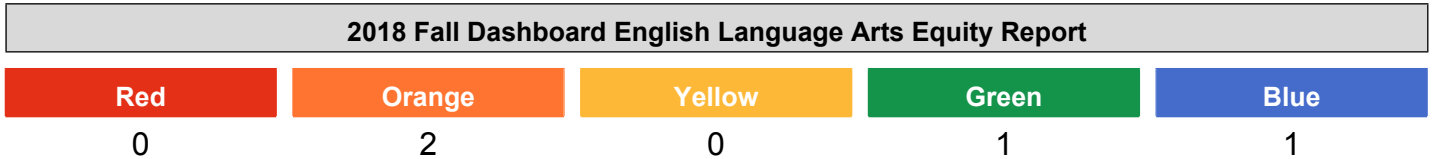
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>32.9 points above standard</p> <p>Increased 6.9 points</p> <p>196 students</p>	<p>English Learners</p>  <p>Green</p> <p>8.3 points above standard</p> <p>Increased 15.2 points</p> <p>33 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>23.2 points below standard</p> <p>Declined -3.3 points</p> <p>63 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>70.1 points below standard</p> <p>Increased 10.8 points</p> <p>40 students</p>

2018 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 2 students	 No Performance Color 0 Students	 No Performance Color 56.1 points above standard 15 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.5 points below standard Declined -4 points 44 students	 No Performance Color 25.8 points above standard Increased 11.1 points 22 students	 No Performance Color 0 Students	 Blue 47.9 points above standard Increased 4.8 points 108 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1.9 points below standard Increased 27.5 points 20 students	23.9 points above standard Increased 5.4 points 13 students	38 points above standard Increased 6.7 points 153 students

Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of our socioeconomically disadvantaged youth and our Hispanic students.

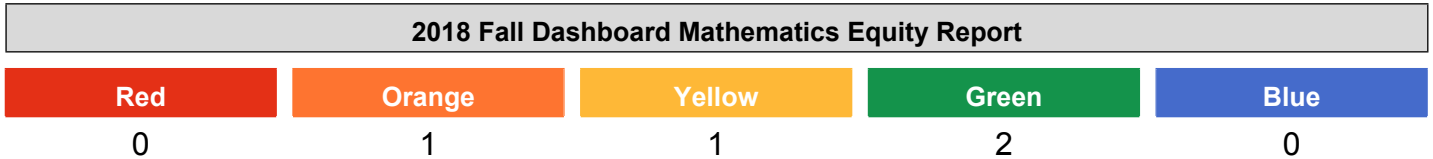
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9.1 points above standard</p> <p>Increased 7.2 points</p> <p>198 students</p>	<p>English Learners</p> <p>Green</p> <p>11.9 points below standard</p> <p>Increased 14.9 points</p> <p>33 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.9 points below standard</p> <p>Increased 3.8 points</p> <p>63 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>70.3 points below standard</p> <p>Increased</p> <p>27.8 points 40 students</p>

2018 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 2 students	 No Performance Color 0 Students	 No Performance Color 42.9 points above standard 16 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36 points below standard Declined -4.9 points 44 students	 No Performance Color 8.3 points below standard Declined -3.4 points 22 students	 No Performance Color 0 Students	 Green 26.2 points above standard Increased 6.4 points 109 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
30.6 points below standard Increased 14.8 points 20 students	16.8 points above standard Increased 22.6 points 13 students	12.9 points above standard Increased 5.9 points 155 students

Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of its socioeconomically disadvantaged students and our Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
42	54.8%	16.7%	19%	9.5%

Conclusions based on this data:

1. Forest Grove's English Learner's are making adequate progress toward proficiency.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

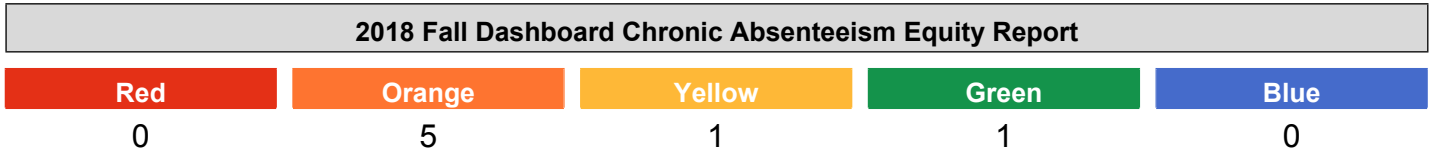
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 7.5% chronically absent Maintained 0.4% 483 students	<p>English Learners</p>  Orange 7.8% chronically absent Increased 2.7% 64 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<p>Socioeconomically Disadvantaged</p>  Orange 9.9% chronically absent Increased 4.5% 142 students	<p>Students with Disabilities</p>  Orange 10.6% chronically absent Maintained 0.4% 66 students

2018 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 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 10.8% chronically absent Increased 8.2% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.4% chronically absent Maintained 0.1% 94 students	 Orange 10.6% chronically absent Increased 6.2% 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 6.2% chronically absent Declined 1.8% 273 students

Conclusions based on this data:

1. We need to show improvement among all student groups regarding chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

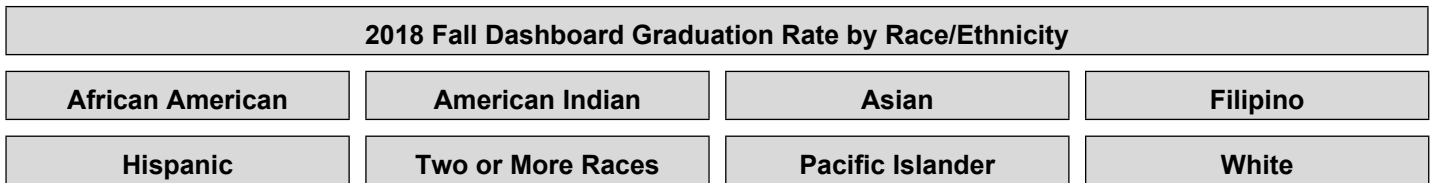
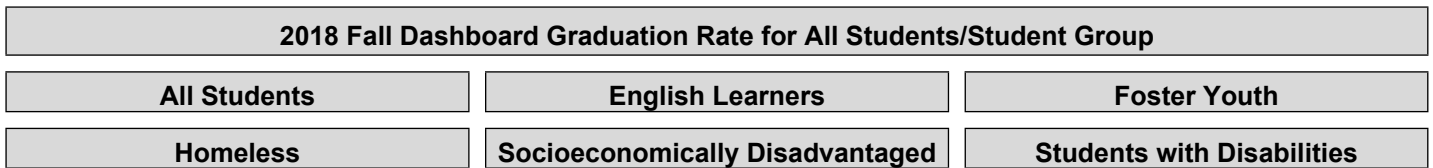
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

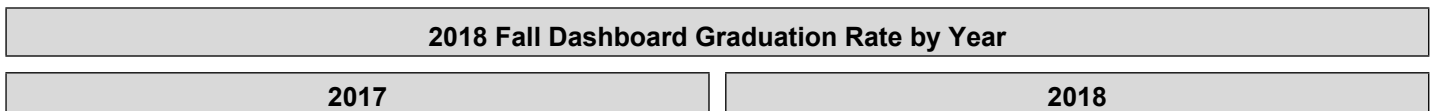
This section provides number of student groups in each color.



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.

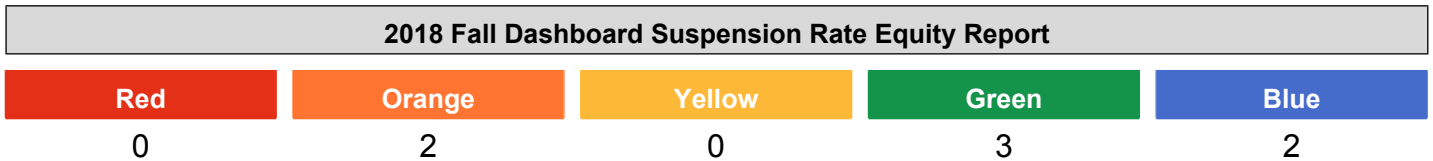
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.2% suspended at least once</p> <p>Declined -0.6%</p> <p>494 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -1.7%</p> <p>65 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -3.1%</p> <p>148 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>4.5% suspended at least once</p> <p>Increased 0.5%</p> <p>66 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Maintained 0% 38 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1% suspended at least once Declined -2.1% 96 students	 Orange 4.3% suspended at least once Maintained 0.2% 69 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 0.7% suspended at least once Declined -0.6% 277 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	1.8% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

1. Only are students with disabilities are suspended at a rate that places them in orange.

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 1

Forest Grove's general population will increase (show 3 point growth or more) on the SBA English Language Arts test as measured using the distance from grade level measure by beginning of 2020 school year. Socioeconomically disadvantaged students, our English Learners, and our Hispanic/Latino students will show a significant increase (more than 10 point growth) using the same measure.

Identified Need

Forest Grove Socioeconomically disadvantaged students and Hispanic students showed a decrease in their distance from proficiency in the SBAC English Language Arts test

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC ELA Socioeconomically disadvantaged youth	23.2 points below standard; decrease of 3.3 points	13.2 points below standard; increase of 10 points
2018 SBAC ELA Hispanic students	11.5 points below standard; decrease of 4.4 points	.5 points below standard; increase of 10 points
2018 SBAC ELA - Whole School	32.9 points above standard; increased 6.9 points	35.9 points above standard; increase of 3 points

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

All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and Benchmark Advanced 3-5.

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)

[Empty box for Amount(s)]

English Language Arts adoption for grades
renewals for consumable products. Amount to
be determined from the district's textbook fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EL students (including EL Hispanic and socioeconomically disadvantaged youth)

Strategy/Activity

All EL will be instructed in the ELD classroom and in the General Educational Setting using proven methods to ensure access to the 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)

Source(s)

[Empty box for Amount(s)]

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

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)

[Empty box for Amount(s)]

Title III (amount to be determined)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged youth

Strategy/Activity

Title I reading intervention for students who qualify

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)

[Empty box for Amount(s)]

Title I funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

4/5 grade resource students and general education students who require reading intervention.

Strategy/Activity

Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum

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)

[Empty box for Amount(s)]

General fund amount to be determined, Measure A technology fund for renewal of subscriptions

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

All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

In 2017-18 our primary focus was on the implementation of professional learning communities to guide our instructional program and adjust our teaching strategies based on evidence from student work. This resulted in English Language Arts growth for our general population and English Learners; however, achievement levels decreased in our socioeconomically disadvantaged youth and Hispanic students. In 2018-19, we responded by placing on an emphasis on the implementation of small group instruction and having teachers identify and focus on the progress of six students in their classes from our targeted groups. We look to our 2019 SBAC results to evaluate the success of this approach.

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

In 2019-20, we plan to continue to support the teaching strategies that were begun this year especially in the realm of small group instruction.

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.

Based on the data from SBAC testing last year, we are increasing our focus on socioeconomically disadvantaged students and Hispanic students as they showed regression in the 17-18 school year. We will continue to monitor our EL population's process although they showed a remarkable increase of 27.5 points in 17-18.

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 2

Forest Grove's general population will increase (show 3 point growth) on the SBA Mathematics test as measured using the distance from standard metric by the beginning of 2020 school year. Socioeconomically disadvantaged students and our Hispanic/Latino students will show a significant increase (more than 10 point growth) using the same measure.

Identified Need

Our socioeconomically disadvantaged youth and Hispanic students scored much lower on the SBAC mathematics test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC Mathematics results - socioeconomically disadvantaged youth	47.9 points below standard; increased 3.8 points	37.9 points below standard; increase 10 points
2018 SBAC Mathematics results - Hispanic students	36.0 points below standard; decreased 4.9 points	26 points below standard; increase 10 points
2018 SBAC Mathematics results - whole school	9.1 points above standard; increased 7.9 points	12.1 points above standard; increase 3 points

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

All teachers will receive training and professional development in the use of the newly adopted Swun math curriculum.

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)

Curriculum and Instruction - amount to be determined

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

Consistent interim formative assessments will be given using the Illuminate assessment program across the entire grade level to measure student progress.

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)

Measure A Educational Technology Bond (amount to be determined)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Hispanic students, socioeconomically disadvantaged youth

Strategy/Activity

Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

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)

Title III (amount to be determined)

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.

The effectiveness of this year's strategies will be measured by the SBAC results that will become available in June 2019. Forest Grove implemented the math coaching strategy by setting a regular meeting schedule and demonstration lessons by the district math coach. The Title III tutoring class was established in the second half of the school year and all of our teachers participated in the interim formative assessment process.

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

No major differences to report as the program was implemented as described.

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.

With the adoption of new curriculum, our focus will shift toward the teacher training necessary to successfully implement Swun Math. Our math coach may be retained to help with this process. Also, there is a possibility that the benchmark assessments may become our district's math interim formative assessments beginning in the fall of 2019.

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 3

Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

Identified Need

Stakeholder feedback has consistently valued the visual and performing arts as integral to well rounded instructional program at Forest Grove.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher self-reports of using VAPA in class.	Teachers use VAPA a minimum of two times per month in core academic instruction.	Maintenance of this implementation rate.

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

Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.

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)
	Site Allocation - \$6,000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The school will convert the music room back into an art project room which was its previous use when a shift in program allows this to occur.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None needed

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Teachers are achieving our current and ongoing goal of incorporating the Visual and Performing Arts into their core academic instructional programs twice per month. Teachers have access to art supplies to fulfill this requirement.

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

The goal has been implemented as planned and reported.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2019-20, Forest Grove will implement a more robust art docent program to support teachers in their efforts to implement the visual and performing arts in their instructional program.

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

Forest Grove will focus school wide social-emotional educational efforts to help students build better peer relationships and cope with stress/anxiety by implementing a school wide social emotional learning program by the end of 2019-20.

Identified Need

Our stakeholders identified social emotional learning as a need in our California Healthy Kids Survey, our school goals survey, and in staff meetings throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - parents	20% reported bullying as somewhat of a problem or a large problem.	15% report bullying as somewhat of a problem or a large problem.
CHKS - students	40% reported experiencing meaningful participation at school.	60% report having meaningful participation at school.

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

Implement the Toolbox by Dovetail Learning to teach students how to manage their emotional, social, and academic lives.

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)
12,000	

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.

The implementation of our strategies this year were limited because of the demands placed on our counselor's schedule. As a result our progress toward making social emotional growth with our students was stagnant this year.

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

Our counselor classroom visits could not be implemented to the extent that we had planned because of constraints on the counselor's schedule.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2019-20, Forest Grove will implement the Toolbox by Dovetail learning to support our students social, emotional, and academic growth.

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

Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goals Survey	97.5% of parents responded that their child feels safe at school	97.5% of parents respond that their child feels safe at school.

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

Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, etc.

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)
	No cost.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Increase staff safety protocol training

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)

TBA

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.

The program has been implemented effectively primarily through school to parent communication in newsletters, school events, and committee meetings.

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

No major differences on this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Forest Grove will continue to promote and support our district's "see something, say something" campaign and seek facility upgrades that will increase campus safety.

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	\$

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 (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

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

School Site Council Membership

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

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

Name of Members	Role
Buck Roggeman	Principal
Theresa McDaniel	Classroom Teacher
Barbara Hirst	Classroom Teacher
Josie Schenkoske	Parent or Community Member
Nancy Da Silva	Other School Staff
Audrey Lorca	Parent or Community Member
Claudia Gutierrez	Parent or Community Member
Carolyn Swanson	Parent or Community Member
Kilene Brosseau	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: Instructional Leadership Team, School Site Council, Site Governance Team

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2017.

Attested:

Principal, Buck Roggeman on
SSC Chairperson, Andrew Hunter 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/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