

# 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
Design39Campus	37-68296-0129056	October 22, 2019	November 14, 2019

## School Vision and Mission

Changing the way we do school to support Life Ready, Thought Leaders who Elevate Humanity. As a Learner-Centered Lab School, learning experiences are designed with the individual learner in mind. As a collaborative community, we nurture creative confidence, practice design thinking, learn through inquiry, connect globally, use technology and real world tools, and promote the courage and growth mindset necessary to change the world.

We are part of a consortium of schools that utilize the same language when describing the Learner-Centered movement:

1. **Competency-Based**: Each learner works toward competency and strives for mastery in defined domains of Knowledge, Skills and Dispositions.
2. **Open-Walled**: Learning happens anywhere and anytime and intentionally leverages its expansive nature in the learner's development of competencies
3. **Personalized, Relevant & Contextualized**: Leveraging the learner's passions, strengths, needs, family, culture and community as fuel for the development of Knowledge, Skills and Dispositions.
4. **Socially Embedded**: Learning is rooted in meaningful relationships and is grounded in community and social interaction.
5. **Learner Agency**: Learners are active participants in their learning and engaged in the design of their experiences.

The curriculum at Design39Campus is designed around a continuum of ideas and skills in which learners develop deep competency. The emphasis is on collaboration, creativity, and critical thinking in all subject areas. The curricular pathways provide a cohesive TK-8 experience which builds upon Knowledge, Skills and Dispositions as students progress. Integration of subject areas is a key part of our process as we help students make connections in their learning. Design39Campus has eight guiding principles:

1. **Design Thinking** is a creative, problem-solving process which helps people design meaningful solutions. At its heart is the ability to see a situation from someone else's point of view, engineer a solution, and test it out to see how your solution works for them. The empathy required in the

process is an essential skill for people working through any type of design process. Through design thinking, students understand their world by being able to see how it is put together and how the parts of any system or problem can be reinvented.

2. **Personalization:** To move away from a one-size-fits-all model of education, schools must become adaptive, fluid, and agile so we can meet the needs of our diverse group of students. Personalization allows each child the freedom to progress forward at their own rate, and in ways that they learn best, as they pursue their passions and prepare for their future. At D39C, we are rethinking pedagogy and leveraging current technologies that will aid us in helping to create an adaptive learning environment for our students.

3. **Inquiry:** we create a culture of curiosity through inquiry-driven learning. Inquiry is about engagement and involvement of students in active sense-making in meaningful acts of learning. Classroom lessons and activities are designed around connecting students to ideas and content in a way that helps them see why the study matters. In addition, students will be asking their own questions and answering them in ways that are meaningful to them. Our focus is on setting the stage for students to understand. We help students see how context drives decisions, ask questions to clarify an issue, probe deeper to understand why things work the way they do, and discover the forces at work in our natural world and how they impact life on this planet.

4. **Collaboration & Communication:** We learn together at D39C and we know that the outcome of any learning experience is better when we work in teams. The ability to listen and communicate clearly are vital to the success of group work. At D39C we practice the art of collaboration using skills from Adaptive Schools. We explicitly teach and monitor active listening and collaboration skills across our campus and include everyone in the on-going training. All learners will continue to grow and develop into confident communicators in written and oral forms of communication plus visual forms of communication such as images, video, and animation.

5. **Creative Confidence:** Creativity and imagination are our most powerful tools as humans. All innovation springs from the ability to see the world differently and connect the dots between ideas in a way others have not. At D39C we nurture the creative confidence in all students through student-driven projects and enriching experiences. Our goal is to develop the creativity and self-efficacy in all students. We believe everyone has creative capacity and our job is to amplify what students bring.

6. **Growth Mindset:** At D39C our work springs from the belief that everyone can learn and grow and become more intelligent. You are not simply born smart or not. We nurture a growth mindset in order to strengthen natural curiosity and the tenacity it takes to accomplish something difficult. People who have a growth mindset seek out challenges. They see failure as a chance to learn from mistakes. They celebrate the success of others because they see an opportunity to learn from the journey of others. A person with a growth mindset has the courage to seek challenge knowing that persistence is the key to achieving.

7. **Technology:** The use of technology at D39C goes beyond the traditional use of apps and websites for obtaining knowledge. Students are creators of digital content. Starting in the youngest grades, students will be taught how to think like a designer of digital media. All students will work with video, audio, and computer coding. To be literate in our world no longer means just reading, writing, and math. Our students must be digitally literate to be able to move creatively into their future careers. Our emphasis is on doing and making so all students are expected to play in the digital sandbox and learn what it takes to be a digital citizen.

8. **Connecting Globally** is a strategy we use at D39C to help students understand their place in the world in both time and space. Starting at the earliest ages, students explore people, places, ideas, artifacts, and events on a global scale and become more international in their understanding. Students explore the cultures, languages, and customs of people around the world finding connections between cultures and civilizations as part of our integrated global studies. This perspective helps students appreciate the uniqueness of the United States in history and students develop an understanding of the ideas and courage that shaped the American experience in the past and now. The integrated global studies perspective will emphasize the need for leadership, ethics, cultural competence, and personal responsibility.

## School Profile

Established in August 2014, Design39Campus supports a population of approximately 1,200 students and serves as a model for education transformation from “what we teach” to “how we learn”. The mission of Design39Campus, “Life Ready, Thought Leaders, Elevating Humanity” is propelled by the belief that learners can best create meaning and make sense of their world through environments that support complex, varied relationships between people, the world, and ideas. As a Learning-Centered Lab School, students, Learning Experience Designers (teachers), and community members work together as the future is a place we create.

## 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

LCAP data was collected at the end of the 2018-2019 school year. Design39Campus had over 470 feedback inputs. The data was collated and showed three priorities:

1. Social Emotional Learning
2. Empowering 21st Century Skills
3. High quality Curriculum and Instruction

These priorities set the stage for our work as a Learner-Centered Lab School.

Our School Site Council reviewed our data, made recommendations and endorses this work.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	%	2	2	
African American	1.5%	1.04%	0.97%	17	12	11
Asian	28.9%	30.89%	31.13%	330	358	353
Filipino	5.5%	5.18%	6.35%	63	60	72
Hispanic/Latino	8.7%	7.77%	7.85%	99	90	89
Pacific Islander	0.2%	0.60%	0.44%	2	7	5
White	47.5%	45.64%	43.74%	543	529	496
Multiple/No Response	2.0%	2.33%	2.47%	23	27	28
<b>Total Enrollment</b>				1,144	1159	1,134

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	166	145	148
Grade 1	136	145	122
Grade 2	129	132	139
Grade3	122	122	129
Grade 4	122	123	114
Grade 5	104	122	120
Grade 6	127	115	117
Grade 7	127	133	114
Grade 8	111	122	131
<b>Total Enrollment</b>	1,144	1,159	1,134

### Conclusions based on this data:

1. For the 2019-2020 school year, attendance is stabilizing at 1,200 students.
2. Classes are being built to 140 students per grade.
3. We have completed our first year of enrolling 15% of our students from outside of our original CFDs, thus giving access to families who are interested in a different pathway of learning for their child(ren).

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	164	153	137	14.3%	13.2%	12.1%
Fluent English Proficient (FEP)	178	210	192	15.6%	18.1%	16.9%
Reclassified Fluent English Proficient (RFEP)	11	38	11	6.6%	23.2%	7.2%

### Conclusions based on this data:

1. English Learners have decreased by 2% over the past three years.
2. Reclassification of ELL students is averaging 12%.
3. Our Fluent English Proficiency is averaging 17%.

# 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 Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	118	129	122	106	127	122	106	127	99.2	89.8	98.4
Grade 4	121	119	113	115	118	102	115	118	102	95	99.2	90.3
Grade 5	103	120	118	97	113	117	97	113	117	94.2	94.2	99.2
Grade 6	127	111	117	122	106	108	122	105	108	96.1	95.5	92.3
Grade 7	127	132	109	117	126	105	117	126	105	92.1	95.5	96.3
Grade 8	111	120	122	105	106	115	105	106	115	94.6	88.3	94.3
All	712	720	708	678	675	674	678	674	674	95.2	93.8	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2471.	2468.	2475.	44.26	41.51	43.31	25.41	33.96	29.13	22.13	12.26	16.54	8.20	12.26	11.02
Grade 4	2520.	2545.	2521.	48.70	55.08	49.02	25.22	29.66	23.53	15.65	10.17	14.71	10.43	5.08	12.75
Grade 5	2580.	2586.	2570.	55.67	57.52	46.15	23.71	27.43	35.04	12.37	7.08	13.68	8.25	7.96	5.13
Grade 6	2617.	2619.	2590.	56.56	51.43	37.96	30.33	34.29	42.59	9.02	11.43	12.04	4.10	2.86	7.41
Grade 7	2605.	2647.	2651.	33.33	52.38	55.24	41.03	39.68	40.00	17.09	3.97	2.86	8.55	3.97	1.90
Grade 8	2642.	2634.	2651.	45.71	37.74	46.96	33.33	44.34	40.00	15.24	8.49	9.57	5.71	9.43	3.48
All Grades	N/A	N/A	N/A	47.20	49.55	46.29	29.94	34.87	35.01	15.34	8.75	11.72	7.52	6.82	6.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.61	45.28	44.09	53.28	40.57	43.31	13.11	14.15	12.60
Grade 4	45.22	51.69	43.14	40.87	44.07	43.14	13.91	4.24	13.73
Grade 5	53.61	52.21	47.86	38.14	38.05	42.74	8.25	9.73	9.40
Grade 6	55.74	58.10	44.44	39.34	33.33	41.67	4.92	8.57	13.89
Grade 7	38.46	56.35	53.33	47.01	40.48	43.81	14.53	3.17	2.86
Grade 8	57.14	50.00	59.13	34.29	38.68	35.65	8.57	11.32	5.22
All Grades	46.90	52.37	48.66	42.48	39.32	41.69	10.62	8.31	9.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.16	33.02	32.28	46.72	52.83	59.84	13.11	14.15	7.87
Grade 4	42.61	51.69	41.18	46.96	41.53	47.06	10.43	6.78	11.76
Grade 5	59.79	73.45	55.56	36.08	20.35	40.17	4.12	6.19	4.27
Grade 6	63.93	60.95	37.04	31.15	34.29	54.63	4.92	4.76	8.33
Grade 7	50.43	71.43	68.57	37.61	25.40	27.62	11.97	3.17	3.81
Grade 8	57.14	55.66	57.39	35.24	35.85	38.26	7.62	8.49	4.35
All Grades	52.06	58.16	48.37	39.09	34.72	44.96	8.85	7.12	6.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.70	28.30	37.80	56.56	66.04	58.27	5.74	5.66	3.94
Grade 4	34.78	42.37	34.31	56.52	54.24	61.76	8.70	3.39	3.92
Grade 5	46.39	39.82	38.46	50.52	56.64	56.41	3.09	3.54	5.13
Grade 6	47.54	44.76	37.04	51.64	52.38	54.63	0.82	2.86	8.33
Grade 7	30.77	33.33	30.48	63.25	61.11	66.67	5.98	5.56	2.86
Grade 8	43.81	35.85	37.39	52.38	56.60	60.00	3.81	7.55	2.61
All Grades	39.97	37.39	36.05	55.31	57.86	59.50	4.72	4.75	4.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.52	35.85	38.58	51.64	50.00	46.46	9.84	14.15	14.96
Grade 4	45.22	52.54	41.18	42.61	42.37	48.04	12.17	5.08	10.78
Grade 5	61.86	62.83	47.01	27.84	30.97	46.15	10.31	6.19	6.84
Grade 6	64.75	68.57	49.07	32.79	29.52	46.30	2.46	1.90	4.63
Grade 7	49.57	65.08	67.62	44.44	32.54	31.43	5.98	2.38	0.95
Grade 8	58.10	57.55	56.52	34.29	36.79	35.65	7.62	5.66	7.83
All Grades	52.65	57.27	49.70	39.38	36.94	42.43	7.96	5.79	7.86

**Conclusions based on this data:**

1. Our three year school-wide trend data in English Language Arts is showing that we have grown from 77% "Met or Exceeded" standard in 2016-2017 CAASPP to 81% "Met or Exceeded" standard in 2018-2019 CAASPP.
2. Our three year school-wide trend data in English Language Arts for our English Language Learners is showing that we have decreased from 46% "Met or Exceeded" standard in 2016-2017 CAASPP to 30% "Met or Exceeded" standard in 2018-2019 CAASPP.
3. Our three year school-wide trend data in English Language Arts for our Economically Disadvantaged Students is showing that we have grown from 40% "Met or Exceeded" standard in 2016-2017 CAASPP to 60% "Met or Exceeded" standard in 2018-2019 CAASPP.





# 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 Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	118	129	122	106	127	122	106	127	99.2	89.8	98.4
Grade 4	121	119	113	115	116	101	115	116	101	95	97.5	89.4
Grade 5	103	120	118	97	113	117	97	113	117	94.2	94.2	99.2
Grade 6	127	111	117	122	106	107	122	106	107	96.1	95.5	91.5
Grade 7	127	132	109	116	127	105	116	127	105	91.3	96.2	96.3
Grade 8	111	120	122	105	105	115	105	105	115	94.6	87.5	94.3
All	712	720	708	677	673	672	677	673	672	95.1	93.5	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2479.	2467.	2476.	40.16	32.08	37.01	30.33	30.19	30.71	18.03	26.42	22.83	11.48	11.32	9.45
Grade 4	2510.	2530.	2537.	36.52	36.21	44.55	23.48	37.07	31.68	27.83	20.69	17.82	12.17	6.03	5.94
Grade 5	2563.	2560.	2586.	46.39	45.13	53.85	24.74	19.47	20.51	10.31	25.66	16.24	18.56	9.73	9.40
Grade 6	2611.	2618.	2589.	56.56	54.72	43.93	22.13	22.64	18.69	15.57	16.98	26.17	5.74	5.66	11.21
Grade 7	2596.	2640.	2642.	33.62	57.48	58.10	25.00	28.35	18.10	29.31	8.66	18.10	12.07	5.51	5.71
Grade 8	2648.	2654.	2673.	54.29	55.24	63.48	20.95	20.00	16.52	11.43	17.14	13.91	13.33	7.62	6.09
All Grades	N/A	N/A	N/A	44.46	46.95	50.00	24.52	26.45	22.77	19.05	19.02	19.20	11.96	7.58	8.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.10	41.51	46.46	26.23	38.68	33.86	19.67	19.81	19.69
Grade 4	42.61	53.45	58.42	30.43	31.03	29.70	26.96	15.52	11.88
Grade 5	50.52	44.25	62.39	26.80	36.28	26.50	22.68	19.47	11.11
Grade 6	63.93	59.43	46.73	28.69	31.13	31.78	7.38	9.43	21.50
Grade 7	42.24	66.14	66.67	38.79	25.20	17.14	18.97	8.66	16.19
Grade 8	55.24	60.95	62.61	30.48	28.57	27.83	14.29	10.48	9.57
All Grades	51.55	54.53	56.99	30.28	31.65	27.98	18.17	13.82	15.03

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	49.18	46.23	51.97	42.62	39.62	36.22	8.20	14.15	11.81
<b>Grade 4</b>	34.78	48.28	51.49	48.70	47.41	42.57	16.52	4.31	5.94
<b>Grade 5</b>	51.55	46.90	56.41	32.99	38.94	34.19	15.46	14.16	9.40
<b>Grade 6</b>	59.84	53.77	40.19	31.97	39.62	46.73	8.20	6.60	13.08
<b>Grade 7</b>	40.52	62.99	60.00	49.14	29.13	36.19	10.34	7.87	3.81
<b>Grade 8</b>	65.71	60.00	70.43	17.14	32.38	22.61	17.14	7.62	6.96
<b>All Grades</b>	50.07	53.19	55.21	37.52	37.74	36.16	12.41	9.06	8.63

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	41.80	34.91	42.52	49.18	49.06	45.67	9.02	16.04	11.81
<b>Grade 4</b>	39.13	43.97	54.46	46.09	44.83	36.63	14.78	11.21	8.91
<b>Grade 5</b>	44.33	43.36	54.70	39.18	41.59	38.46	16.49	15.04	6.84
<b>Grade 6</b>	47.54	61.32	43.93	45.08	30.19	44.86	7.38	8.49	11.21
<b>Grade 7</b>	34.48	54.33	59.05	52.59	41.73	33.33	12.93	3.94	7.62
<b>Grade 8</b>	54.29	51.43	54.78	38.10	43.81	39.13	7.62	4.76	6.09
<b>All Grades</b>	43.43	48.29	51.34	45.35	41.90	39.88	11.23	9.81	8.78

**Conclusions based on this data:**

1. Our three year school-wide trend data in Mathematics is showing that we have grown from 69% "Met or Exceeded" standard in 2016-2017 CAASPP to 73% "Met or Exceeded" standard in 2018-2019 CAASPP.
2. Our three year school-wide trend data in Mathematics for our English Language Learners is showing that we have decreased from 52% "Met or Exceeded" standard in 2016-2017 CAASPP to 24% "Met or Exceeded" standard in 2018-2019 CAASPP.
3. Our three year school-wide trend data in Mathematics for our Economically Disadvantaged Students is showing that we have grown from 32% "Met or Exceeded" standard in 2016-2017 CAASPP to 50% "Met or Exceeded" standard in 2018-2019 CAASPP.

# Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1511.5		1511.9		1510.5		27	
Grade 1	1521.7		1513.2		1529.6		29	
Grade 2	1524.5		1528.8		1519.7		20	
Grade 3	1516.6		1505.3		1527.6		20	
Grade 4	1553.8		1553.3		1553.5		12	
Grade 5	1565.4		1566.7		1563.4		14	
Grade 6	*		*		*		*	
Grade 7	*		*		*		*	
Grade 8	*		*		*		*	
All Grades							139	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	88.89	*	*	*	*	*		*	27	20
1	75.86	60.87	*	*	*	*	*		29	23
2	70.00	66.67	*	*				*	20	27
3	*	*	*	*	*	*	*		20	11
4	*	*	*	*		*			12	11
7	*	*	*	*		*		*	*	*
All Grades	71.22		21.58		*		*		139	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	92.59	*	*	*	*	*		*	27	20
<b>1</b>	65.52	73.91	*	*	*	*	*		29	23
<b>2</b>	80.00	70.37	*	*		*		*	20	27
<b>3</b>	*	*	*	*		*	*		20	11
<b>4</b>	91.67	*	*	*		*			12	11
<b>5</b>	92.86	*	*	*					14	*
<b>All Grades</b>	76.98		17.27		*		*		139	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	62.96	*	*	*	*	*		*	27	20
<b>1</b>	72.41	*	*	52.17	*	*	*		29	23
<b>2</b>	65.00	55.56	*	*	*	*		*	20	27
<b>3</b>	*	*	*	*	*	*	*		20	11
<b>4</b>	*	*	*	*	*	*		*	12	11
<b>5</b>	*	*	*		*	*			14	*
<b>7</b>	*	*	*	*		*		*	*	*
<b>All Grades</b>	59.71		23.74		14.39		*		139	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	92.59	*	*	65			27	20
<b>1</b>	82.76	82.61	*	*	*		29	23
<b>2</b>	75.00	62.96	*	*			20	27
<b>3</b>	*	*	*	*	*		20	11
<b>4</b>	*	*	*	*	*	*	12	11
<b>All Grades</b>	76.26		21.58		*		139	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	85.19	*	*	*		*	27	20
<b>1</b>	58.62	56.52	*	*	*	*	29	23
<b>2</b>	85.00	66.67	*	*		*	20	27
<b>3</b>	55.00	*	*	*	*		20	11
<b>4</b>	91.67	*	*	*			12	11
<b>5</b>	92.86	*	*				14	*
<b>All Grades</b>	76.26		19.42		*		139	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	59.26	*	*	75	*	*	27	20
<b>1</b>	82.76	60.87	*	*	*		29	23
<b>2</b>	70.00	55.56	*	40.74		*	20	27
<b>3</b>	*	*	*	*	*	*	20	11
<b>4</b>	*	*	*	*	*	*	12	11
<b>5</b>	*	*	*	*	*		14	*
<b>All Grades</b>	61.15		31.65		*		139	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	74.07	55	*	*		*	27	20
<b>1</b>	48.28	*	48.28	69.57	*	*	29	23
<b>2</b>	55.00	59.26	*	*		*	20	27
<b>3</b>	*	*	55.00	*	*		20	11
<b>4</b>	*	*	*	*		*	12	11
<b>All Grades</b>	54.68		43.17		*		139	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

**Conclusions based on this data:**

- 100% of our English Language Learners who have not been reclassified by 8th grade are at Level 3.
- Oral Language for our English Language Learners is a relative strength with an average of 60% of Kindergarten through eighth grade students at Level 4.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	18	12	11	3	1	1	16.7	8.3	9
American Indian or Alaskan	*			1			*		
Asian	341	358	353	8	54	48	2.3	15.2	14
Filipino	63	61	55	2	6	10	3.2	9.8	14
Hispanic or Latino	97	94	89	8	20	14	8.2	21.3	15
Did not Report	23	27	28	0	5	2	0.0	19.2	8
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	68	79	97	5	13	11	7.4	16.5	11
White	555	531	496	30	79	75	5.4	15.0	15
Male	619	628		33	95		5.3	15.2	
Female	553	542		23	83		4.2	15.4	
English Learners	168	154	138	9	43	22	5.4	27.9	20
Students with Disabilities	111	112		9	27	39	8.1	24.1	31
Socioeconomically	123	140	131	10	31	32	8.1	22.6	24
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	169	149		14	29		8.3	19.9	
Grades 1-3	400	401		21	68		5.3	17.0	
Grades 4-6	363	363		12	51		3.3	14.2	
Grades 7-8	240	257		9	30		3.8	11.7	
Grades K-8	1,172	1,170		56	178		4.8	15.3	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	<b>1,172</b>	<b>1,170</b>	<b>1134</b>	<b>56</b>	<b>178</b>	<b>164</b>	<b>4.8</b>	<b>15.3</b>	<b>14</b>

### Conclusions based on this data:

1. Our school-wide average daily attendance went from 97% in 2016 to 94% in 2019.
2. Year over year - from 2017-18 to 2018-19, chronic absenteeism decreased by 1% from 15% to 14%.
3. As a Learner-Centered Lab school, we encourage learning to take place anywhere at anytime. This messaging has resulted in parents taking extended trips during the school year. A new messaging campaign around investing in 180 days of learning at Design39Campus has resulted in an increase in ADA back to 97% during the first two months of the 2019-2020 school year.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.5	1.9

### Conclusions based on this data:

1. We had 17 suspensions reported with 11 of the 17 suspensions for White students, 3 for Asian students, 2 for no ethnicity reported, 1 for Hispanic students and 0 for African American students.
2. We continue to use other means of correction and restorative practices.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Design 39 Campus, as our students promote to high school.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 1: Mathematics

We will develop stronger teacher mathematics capacities who have the ability to create integrated experiences so students internalize math as a language.

Based upon Spring of 2020 Smarter Balanced Summative Results, 85% of students will attain a Standard Met or Standard Exceeded score in the area of Mathematics.

## Identified Need

Starting with Failure - If we were to fail our students with Mathematics instruction, the following would take place:

- \* No growth in students' mathematical ability
- \* Lack of math integration across the curriculum
- \* Mathematics being taught as a silo subject
- \* Lack of instructional direction
- \* Fragmented resources
- \* Lack of teacher capacity
- \* Just "doing" math to students
- \* Holes in students' mathematical understanding

By looking through the lens of failure, we will design ideal learning experiences through:

- \* Clear understanding of how students learn mathematics
- \* Training in Cognitively Guided Instruction (CGI)
- \* Support for Vertical Learning
- \* Agreement and use of core mathematics assessments
- \* Teacher collaboration around mathematics lesson design

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 73% of all students at "Standard Met" or "Standard Exceeded."	Based upon Spring of 2020 Smarter Balanced Summative Results, 85% of students will attain a Standard Met or Standard Exceeded score in the area of English Language Arts and Mathematics.
<b>English Learner</b>	Data from the Spring 2019 CAASPP Math test show 24%	The percentage of English Learner students with scores of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	of English Learners at "Standard Met" or "Standard Exceeded."	"Standard Met" or "Standard Exceeded" on the math portion of the CAASPP test will grow 10% over the 2019 data.
<b>EDY/Title I</b>		
<b>Student with Disabilities</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test show 32% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the math portion of the CAASPP test will grow 10% over the 2019 data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

All students in grades TK-5 receiving high quality math instruction.

#### Strategy/Activity

Professional Development in Cognitively Guided Instruction for grades Kindergarten through fifth grade.

#### 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)

100.00

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

100.00

English Learners  
2000-2999: Classified Personnel Salaries

7000.00

Foundation  
5800: Professional/Consulting Services And  
Operating Expenditures

### Strategy/Activity 2

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

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

All students in 6-8 grade receive high quality math instruction.

Strategy/Activity

Use of Vertical Learning to build collaborative accountable talk with high levels of math discourse.

**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)

3500.00

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

## Goal 2: English Language Arts

We will create a culture of vulnerability through weekly collaborative lesson design to build our craft around how literacy is experience.

Based upon Spring of 2020 Smarter Balanced Summative Results, 85% of students will attain a Standard Met or Standard Exceeded score in the area of English Language Arts.

## Identified Need

Starting with Failure - If we were to fail our students with English Language Arts literacy instruction, the following would take place:

- \* Students dislike reading
- \* Students have limited vocabulary development
- \* Teachers blame the grade below for lack of student literacy progress
- \* Literacy assessments are given with no next-steps on instruction
- \* Teacher collaboration is limited to friendship groups
- \* Reading and writing is dissected from other content areas
- \* Students have limited access to other learning experiences due to lack of literacy abilities
- \* Students act out because they are disinterested in literacy experiences
- \* Teacher's craft of English Language Arts stalls

Fragmentation of English Language Arts literacy instruction is our enemy. By taking a look at our past, we are better able to design for our future literacy experiences. We have used the following tools and practices for literacy at Design39Campus:

- \* Reader's/Writer's workshop
- \* Guided reading
- \* Mentor text
- \* DRA/Rigby assessments
- \* BRI
- \* Phonics instruction
- \* Intervention groups
- \* Close Reading
- \* Homogeneous instructional groups

By looking through the lens of failure, we have designed the ideal learning experience for our learners through:

- \* Clear understanding of how students learn to read and write
- \* Mentorship for teachers
- \* Support for diverse learners
- \* Full and diverse classroom library
- \* Consistency of literacy instruction across grade-spans (time/instruction)

- \* Take home book for students
- \* D39C Reading Competencies tuned to include instructional resources

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 81% of all students at "Standard Met" or "Standard Exceeded."	Based upon Spring of 2020 Smarter Balanced Summative Results, 85% of students will attain a Standard Met or Standard Exceeded score in the area of English Language Arts and Mathematics.
<b>English Learner</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP English Language Arts test show 30% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP test will grow 10% over the 2019 data.
<b>EDY/Title I</b>		
<b>Student with Disabilities</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP English Language Arts test show 47% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the math portion of the CAASPP test will grow 10% over the 2019 data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

Students in grades Kindergarten through grade five.

#### Strategy/Activity

Access to weekly lessons designed through collaborative lesson design

#### 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)

100.00

Source(s)

Educationally Disadvantaged Youth

	1000-1999: Certificated Personnel Salaries
100.00	English Learners 2000-2999: Classified Personnel Salaries

### Strategy/Activity 2

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

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

Students in grades Kindergarten through third grade at risk in reading.

Strategy/Activity

Literacy Impact Teacher

#### 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)
4870.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
	None Specified None Specified

### Strategy/Activity 3

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

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

English Learners

Strategy/Activity

Small group 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)
2710.00	English Learners 2000-2999: Classified Personnel Salaries

### Strategy/Activity 4

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

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

English Language Learners and Rank1 and Rank 2 students.

Strategy/Activity

Targeted conversations around progress monitoring.

**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)

1150.00

Source(s)

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries

4050.00

English Learners  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Multi-cultural Library for students to see themselves in the literature they read.

**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)

3000.00

Source(s)

English Learners  
4000-4999: Books And Supplies

**Strategy/Activity 6**

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

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

English Language Learners

Strategy/Activity

ELAC Meeting

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

English Learners  
5000-5999: Services And Other Operating  
Expenditures



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 3: Socio-Emotional/Behavior

We will empower our Design39Campus community to use Social Emotional Learning tools in daily practice through the application of Social Emotional Learning competencies.

### Identified Need

Starting with Failure - If we were to fail our students with fragmented Social Emotional Learning, the following would take place:

- No Social Emotional learning plan in place
- Lack of SEL integration across the curriculum
- Bits and pieces of SEL that are fragmented
- No support for our Learning Experience Designers - professional development is lacking
- Little to no parent buy-in
- It just one more thing we do to our learners
- Lack of connection towards supporting Life Ready learners
- No positive change in student empathy
- Lack of shared language
- Lack of application
- Stressed learners

By looking through the lens of failure, we will design ideal Social Emotional Learning experiences through:

- \* Integration of SEL curriculum (Harmony)
- \* SEL competency creation and student goal setting for wellness
- \* Creation of a counseling center
- \* Professional Development with the Anti Defamation League (ADL)
- \* SEL assemblies (Breaking Down the Walls and Think Kindness)
- \* Integrated support for our #FAMPUS (family campus)

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from our Social Emotional perception survey.	47% of our students in grades 4-8 requested to see a counselor in 2018-2019.	Increase the number of students who access the counseling center by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>English Learner</b> Chronic absenteeism data report.	27.9% of English Language Learners were chronically absent in 2018-2019.	Decrease English Language Learners chronic absenteeism by 10% with a school-wide attendance goal of 97%.
<b>EDY/Title I</b>		
<b>Student with Disabilities</b> Chronic absenteeism data report.	24.1% of Students with Disabilities were chronically absent in 2018-2019.	Decrease Students with Disabilities chronic absenteeism by 10% with a school-wide attendance goal of 97%.
Student Health Office Data (number of visits by students to our Wellness Center)	4,671 of students visited the Wellness Center (Health Office) during the 2018-2019 school year for an average of 26 students per day.	Decrease the number of students who visit the Wellness Center by 10% through SEL supports.
Suspension data for 2019-2020	17 students were suspended during the 2018-2019 school year.	Decrease the number of suspensions by 25% through increased focus on Social Emotional wellbeing.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

At risk youth and English Language Learners

#### Strategy/Activity

Small support groups in new Counseling Center at D39C.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500.00

#### Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

500.00

English Learners  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 2

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

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

All students in Kindergarten through fifth grade.

Strategy/Activity

Sanford Harmony Training and Curriculum integration.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

In Kind

**Strategy/Activity 3**

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

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

All students in Kindergarten through eighth grade.

Strategy/Activity

Anti Bias training by the Anti Defamation League (ADL)

**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)

2000.00

Source(s)

Foundation

**Strategy/Activity 4**

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

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

All students in grades K-8

Strategy/Activity

Access to new Counseling Center

**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)

5000.00

Source(s)

Foundation

### **Strategy/Activity 5**

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

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

Students in grade 4th through 8th grade.

Strategy/Activity

Development and expansion of Project Fampus (Family Campus) - No Place for Hate, Gay/Straight Alliance, Best Buddies for ASD, Lead 39 (leadership development).

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

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

Amount(s)

15000.00

Source(s)

Foundation

# 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	\$50,180.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$6,720.00
English Learners	\$10,960.00
Foundation	\$29,000.00
General Fund	\$3,500.00
In Kind	\$0.00

Subtotal of state or local funds included for this school: \$50,180.00

Total of federal, state, and/or local funds for this school: \$50,180.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

### Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	6,720.00
English Learners	10,960.00
Foundation	29,000.00
General Fund	3,500.00
In Kind	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,120.00
2000-2999: Classified Personnel Salaries	4,560.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,570.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	1,150.00
1000-1999: Certificated Personnel Salaries	English Learners	4,050.00
2000-2999: Classified Personnel Salaries	English Learners	3,410.00
4000-4999: Books And Supplies	English Learners	3,000.00
5000-5999: Services And Other Operating Expenditures	English Learners	500.00
	Foundation	22,000.00

5800: Professional/Consulting Services And Operating Expenditures	Foundation	7,000.00
1000-1999: Certificated Personnel Salaries	General Fund	3,500.00
	In Kind	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,700.00
Goal 2	16,480.00
Goal 3	23,000.00

# School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Joe Erpelding	Principal		
Tara Appling	Other School Staff		
Dana Clarkson	Classroom Teacher		
Julie Mori	Classroom Teacher		
James Hamlin	Classroom Teacher		
Jett Palmer	Parent or Community		
Ashwin Mohan	Parent or Community		
Vanessa Hsieh-Park	Parent or Community		
Heather Wolfsson	Parent or Community		
Aeron Sullivan	Parent or Community		

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**

**Date**

**Committee or Advisory Group Name**

Other: Library

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 October 22, 2019.

Attested:

Principal, Joe Erpelding on

SSC Chairperson, Heather Wolfsson 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.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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