

# 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
Community Outreach Academy	34765050101766	November 16, 2020	

## 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.

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

At COA, we strive to provide a rigorous academic program that meets the needs of all of our students. Our goal this year is to do everything in our power to close the achievement gap between our students and prepare them for the world whether it be college or 21st century career readiness. We have small group enrichment for lower students as well as advanced classes such as STEAM and GATE for the more advanced students

We also strive to create and maintain a safe and positive environment for our students and staff which we believe is necessary for maximum student growth. Student safety is one of our school's top priorities. We are pleased to be able to provide a safe and positive environment for our students. Lastly, we promote two way input and full engagement of all of our stakeholders in order to ensure that our public school serves the needs of all our students while making a positive impact on the local community. Stakeholder engagement is key to our school's success, which is why we create many opportunities for our parents and community members to get involved in our school and students' lives. We do everything we can to organize many appreciation events to honor and celebrate their involvement and contribution to our school.

We have worked very hard and made great strides in student achievement, but we still have room for improvement especially in areas of math, reading, and science. Our greatest need is to offer intensive intervention classes for struggling students and advanced classes for our high achieving

students. We need to supplement curricula and online courses and programs to align with common core standards so we, as a school, can meet the needs of low as well as high performing students. In order to meet the needs of all of our students our school is committing to the implementation of a strong Multi-Tiered System of Supports (MTSS) to integrate the best supports for all students in their core classes.

In order to move further toward NGSS implementation, we will need time with our teachers to go deeper. To do this we will require individual grade level planning and training days. Depending on the needs of the grade level, this may require outside trainers, webinars, deeper training for our curriculum coaches, and substitute teachers to cover the teachers as they attend.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

COA provides opportunities for feedback from students, parents, and teachers every year in different ways. Once a year, parent and student (grades 2-8) surveys are analyzed, and the data is recorded into result charts like the one below. Annual staff surveys are also completed and analyzed in a similar way.

Agree  
Neutral  
Disagree

### Academic Excellence

Our school's teachers are professional & knowledgeable: Agree - 87.16%; Neutral - 9.17%; Disagree - 3.67%

I believe my child is getting a high quality education in our school: Agree - 86.24%; Neutral - 11.93%; Disagree - 1.83%

I believe the amount of homework my child receives is just right: Agree - 78.50%; Neutral - 11.21%; Disagree - 10.28%

Our after school program is of high quality: Agree - 75.93%; Neutral - 24.07%; Disagree - 0.00%

### Behavior

The school's discipline policies are appropriate and effective: Agree - 87.96%; Neutral - 9.26%; Disagree - 2.78%

My child is happy to go to school: Agree - 87.27%; Neutral - 10.91%; Disagree - 1.82%

### Safety & Facility

Our school's facilities are clean and well maintained: Agree - 95.37%; Neutral - 1.85%; Disagree - 2.78%

Our school provides students with a safe and orderly environment: Agree - 90.74%; Neutral - 8.33%; Disagree - 0.93%

### Parent-School Communication

I feel welcome in our school: Agree - 87.74%; Neutral - 10.38%; Disagree - 1.89%

I can always approach the teacher if I have a concern: Agree - 95.33%; Neutral - 2.80%; Disagree - 1.87%

Administrators are always available: Agree - 90.74%; Neutral - 6.48%; Disagree - 2.78%

I receive information about the school's events in a timely manner: Agree - 90.74%; Neutral - 2.78%; Disagree - 6.48%

## **Classroom Observations**

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

Once or twice a year, all teachers have formal observations through the Reflection of Teacher Practice (ROTP). Teachers are observed using the California Teaching Standards. These observations are scored (1-4) by an administrator, peer and the teacher. 100% of our teachers average 3.0 or above. In addition, informal observations at COA are conducted an average of once a trimester by curriculum coaches, vice principals or principals. Feedback is given through face to face meetings and observation sheets. Peer observations are encouraged at COA at least twice a year.

## **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)

Administration presents all state assessment data to staff at the beginning of the school year (as soon as information becomes available). Teachers meet with administration to discuss the results and the school wide areas of emphasis, as well as the make-up and instructional plan for the incoming classes in each grade level.

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

Formally, Renaissance Learning (RL) assessments are used four times a year to monitor student progress and modify instruction. Teachers and administration meet to discuss students who are far below basic as well as the teacher's action plan for adjusting instruction.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers at COA are highly qualified.

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

When new curriculum is adopted at COA, trainings are planned with the companies supplying the curriculum to ensure teachers have a basic understanding of how to use the curriculum. Throughout the school year, curriculum coaches are available for consultation on materials and delivery.

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

With input from every grade level through our SLT, COA creates the PD plan for year. In these meetings to create the plan, standards, student performance and professional needs are taken into consideration.

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

Every grade level has a lead teacher that is part of the School Leadership Team (SLT). These lead teachers are a consistent resource for all teachers/grade level support. In addition, COA has three full time curriculum coaches and a part-time instructional coach. These coaches are available for content support throughout the school year. Observations, modeling and workshops are facilitated by curriculum coaches throughout the year and at teacher request.

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

COA facilitates and supports teacher grade level and subject area collaboration in order to plan and discuss lesson delivery based upon common assessment data. Every Friday is a minimum day for students; the school day finishes at 12:30pm. The afternoon is used for various meetings focused on student learning and success. Twice during a month, teachers meet to discuss curriculum and data for reading and math. Content area teachers also meet, such as Physical Education, Russian, and ESL. Minutes and data from each meeting must be submitted to administration as documentation of collaboration.

## Teaching and Learning

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

All curriculum is state approved and materials are used in conjunction with the curriculum. Benchmarks are given that are aligned to content standards and preparation for state testing.

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

Teachers are required to adhere to daily mandated times of instruction for reading and math. Students in need of extra reading support participate in small group interventions that concentrate on building both phonics skills and comprehension strategies. In addition in grades 6-8 students are identified for after school targeted support from content specific teachers.

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

The school prepares and distributes annual pacing schedules for teachers in both reading-language arts and mathematics in grades K-5. The schedules show when each lesson is expected to be taught and in what sequence to ensure content coverage. In addition to the core curriculum, students take an elective in Russian language and Physical Education twice a week. Bilingual para-educators support classroom instruction and pull small groups (directly under teacher supervision) for extra reading support. Students who are successfully achieving grade level standards in their classroom work and assessments are also pulled for Art or Music instruction twice a week (grades 3-5). Students who are identified as below grade level in ELA or Math will be supported by Para-educators in the classroom and/or pulled out for small group instruction as needed (6-8). All teachers submit a curriculum map for the year identifying their pacing and lessons throughout the year during the first month of instruction (6-8).

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

Every classroom and student has access to state adopted, standards aligned instructional materials.

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

The school curriculum consists of California State Board of Education adopted materials which are used daily. Every classroom and student has access to core instructional materials.

COA Adopted Curriculum:

Reading/Language Arts: National Geographic 2015 K - 6 & HMH 6 - 8

Mathematics: Go Math! 2015 k-5 & Savvas EnVision Math 6-8

Foreign Language: 2016 V.P. Kanakina, L.V. Kibireva

Science: STEMScopes, California K-5, Science, Scott Foresman, & HMH 6-8

Social Studies: National Geo & GLAD k-2, SS Weekly & GLAD 3-5 & HMH 6-8

## Opportunity and Equal Educational Access

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

At COA, intervention in every classroom takes many forms. For grades K-5 there is an intervention block in every schedule. During the intervention block, a para-educator is in the classroom to assist with small group interventions with the teacher. At the same time, high performing students are pulled out of class for art, STEAM, GATE or music classes. This ensures time four days a week for small group interventions. In grades 6-8, schedules are adjusted based on students' academic performance, students are provided with smaller learning spaces and/or additional staff support in their core classes based upon need.

For students who continue to underperform despite classroom interventions, teachers begin the Student Achievement Plan (SAP). This plan allows for teacher modifications and reflections, as well as parent input to help the student achieve grade level standards. If the student does not show improvement through the accommodation/modifications involved in the SAP, teachers meet with parents and the Student Study Team (SST) to begin the process of meetings and perhaps testing leading to an Individualized Education Plan (IEP).

## Evidence-based educational practices to raise student achievement

COA encourages the use of varied research based educational practices. Our motto is "Whatever it Takes our Kids are Worth it," and to ensure students are well served some practices have been implemented school-wide. Capturing Kids Hearts is a program for building classroom communities that encourage student achievement and growth socially and academically that has been implemented school wide. In classrooms, practices like overt use of graphic organizers, goal setting, brain breaks and cooperative learning are seen in varying ways. Data driven instruction is used in every classroom. Benchmarks are used to assess progress and be the basis for actions plans to reteach and/or differentiate in varying ways.

## Parental Engagement

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

Assistance for under-achieving students can be found in various places and ways, including the following:

- parent volunteers
- afters school tutoring (ASAT)
- after school program (ASES)
- small group interventions
- SAP/IEP process
- bilingual support staff

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)

Parents can also be involved in the School Site Council and the English Learners Advisory Committee. Parents are also given an opportunity to be involved in the school process and gain some information at our Parent Educational Workshops, which are conducted at least two times per school year. In addition, parents can stay informed on school activities, etc through our school website, school apps, monthly newsletter or weekly radio program.

Teachers and parents are encouraged to maintain an open line of communication. Conferences are attended by more than 95% of our parents every trimester, and our Back to School and Open House nights average more than 500 parents.

COA maintains communication with parents through varied avenues. Through the school's telephone messaging system, families receive messages from principals. Staff and parents maintain communication with each other and the community during yearly celebrations, such as the Multicultural Children's Festival, the Sports and Health Fair, Family Movie Night, Science Fair, Makers Night, Cultural Fair/Open House, Back-to-School Night and home visits throughout the school year.



## Funding

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

Small Groups, One on One meetings, Push-in and Pull-out groups, Interventions, Translations and Support, Parent Involvement, ELD Instructions

Fiscal support (EPC)

Title I, Title II, Title III, LCAP, State Lottery, ASES, and General Funds

## **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**

New requirements and guidelines were presented and discussed at GCC Principals' meeting. Staff meetings served as a way to inform, educate and gather input from school staff about LCAP. Monthly Data was put together and then was presented to staff, admin and curriculum coaches. ELAC Committee had an opportunity to review and adjust the plan. Surveys were made available through links in emails and on the school website. Survey results were used to refine and refocus the goals for each of the eight stated priorities. Parent meeting were used to gather input from key community stakeholders about the LCAP and adjustments were made to the document based on this input. Staff meetings were used to gather input from every staff member about LCAP and adjustments were made to the document based on this input.

Dates:

October 20, 2020 - Administrative Team was presented with an overview of the LCAP and answered questions about the LCAP spending.

October 30, 2020 - All Staff had an opportunity to review SPSA plan and suggest any adjustments they believe necessary.

November 3, 2020 - LCAP plan was reviewed during Academic Focus Meeting.

November 16, 2020 - School Site Council members met to review plan. They had opportunity to ask questions and provide feedback about 2020-2021 LCAP plan. SSC approved and signed the plan.

December 15, 2020 - GCC Board approved and adapted the plan.

## **Resource Inequities**

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

COA will be using LCFF funding to increase services offered to serve English Learners and the socio-economically disadvantaged students. Multi-tiered System of Support and Response to Intervention program will be developed targeting those English Learners who are making slower than expected gains on benchmark assessments as well as state-mandated annual tests. The

school will maintain the salaries for specialized personnel such as the English Language Development teachers and para-educators providing explicit English Language Development curricula to those students. We hired an additional Reading Specialist. The three Reading Specialist teachers will provide an additional layer of intervention targeting specific students' needs utilizing both push in and pull out system.

The school will also add more Native Language Curricula in both reading literature, math, and science. The students will be given all the tools necessary to enhance their education in both English and their native language. The funding will also be used to improve and enhance the after school program to increase the amount of intervention time for students and to increase the number of enrichment activities offered by the program. For example, after school tutoring is available by the core subject teachers and the instruction is delivered in small groups allowing plenty of opportunities for re-teach and extra practice. Elementary School offers an extensive extended school day opportunities for the students. Homework help hour and academic tutoring are built into the extended day providing students with another opportunity to get help if and when needed.

The school will continue to enhance its technology by upgrading outdated hardware and purchasing additional computers to lower the ration to 1:1. The school utilizes a series of research based effective online programs such as Lexia Core 5, CoreClicks, MathWhizz, etc.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.45%	0.31%	0.24%	7	5	4
Asian	0.45%	0.5%	0.65%	7	8	11
Filipino	%	0.12%	0.12%		2	2
Hispanic/Latino	1.02%	1.12%	1.76%	16	18	30
Pacific Islander	%	%	0%			0
White	97.77%	97.89%	96.82%	1532	1,577	1,646
Multiple/No Response	0.13%	0.06%	0.24%	2	1	4
Total Enrollment				1567	1,611	1,700

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	169	176	197
Grade 1	170	182	206
Grade 2	176	172	203
Grade3	172	179	194
Grade 4	181	178	183
Grade 5	216	184	188
Grade 6	169	201	174
Grade 7	164	171	185
Grade 8	150	168	170
Total Enrollment	1,567	1,611	1,700

### Conclusions based on this data:

1. Very consistent enrollment year over year.
2. Need for expanded space in higher grade levels.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	1068	1,072	1,040	68.2%	66.5%	61.2%
Fluent English Proficient (FEP)	440	469	531	28.1%	29.1%	31.2%
Reclassified Fluent English Proficient (RFEP)	88	137	168	8.8%	12.8%	15.7%

### Conclusions based on this data:

1. Consistent decrease in percentages of EL students indicate success of EL intervention program.
2. Our program needs to continue to focus an EL education and needs.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	183	173	178	178	171	178	178	171	178	97.3	98.8	100
Grade 4	217	181	180	213	180	180	212	179	180	98.2	99.4	100
Grade 5	178	215	184	173	213	184	173	213	184	97.2	99.1	100
Grade 6	186	169	204	183	168	199	183	168	199	98.4	99.4	97.5
Grade 7	156	173	176	139	163	165	139	163	165	89.1	94.2	93.8
Grade 8	145	149	171	135	144	166	135	144	166	93.1	96.6	97.1
All	1065	1060	1093	1021	1039	1072	1020	1038	1072	95.9	98	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2404.	2428.	2402.	16.85	19.30	15.17	21.91	32.16	19.66	27.53	26.32	32.58	33.71	22.22	32.58
Grade 4	2467.	2448.	2462.	25.94	20.67	18.33	25.47	18.99	31.11	21.23	22.91	25.56	27.36	37.43	25.00
Grade 5	2505.	2509.	2493.	19.65	25.82	20.65	32.95	30.05	28.26	24.28	20.66	20.11	23.12	23.47	30.98
Grade 6	2523.	2526.	2525.	15.85	13.10	16.08	32.79	33.93	36.68	28.96	33.93	27.14	22.40	19.05	20.10
Grade 7	2567.	2550.	2533.	23.74	12.88	10.91	32.37	40.49	33.33	26.62	20.86	26.06	17.27	25.77	29.70
Grade 8	2564.	2554.	2571.	15.56	15.28	17.47	37.78	33.33	37.35	25.19	27.08	21.69	21.48	24.31	23.49
All Grades	N/A	N/A	N/A	19.80	18.30	16.51	30.00	31.21	31.06	25.49	25.05	25.56	24.71	25.43	26.87

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	16.38	18.71	14.61	45.20	54.97	47.75	38.42	26.32	37.64
Grade 4	25.47	17.42	15.08	50.47	47.19	59.22	24.06	35.39	25.70
Grade 5	24.86	27.23	18.48	52.60	49.77	52.72	22.54	23.00	28.80
Grade 6	22.40	22.62	17.59	51.91	50.00	47.74	25.68	27.38	34.67
Grade 7	30.94	21.47	16.36	46.04	49.08	45.45	23.02	29.45	38.18
Grade 8	28.15	23.61	29.52	44.44	40.28	42.77	27.41	36.11	27.71
All Grades	24.34	21.99	18.49	48.77	48.79	49.39	26.89	29.22	32.12

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	16.38	24.56	11.80	46.33	47.37	53.93	37.29	28.07	34.27
Grade 4	25.12	18.54	18.99	49.76	45.51	55.87	25.12	35.96	25.14
Grade 5	30.64	34.74	28.80	49.13	38.50	39.67	20.23	26.76	31.52
Grade 6	14.84	16.07	19.10	50.00	59.52	60.30	35.16	24.40	20.60
Grade 7	30.22	28.22	24.85	53.24	47.24	50.30	16.55	24.54	24.85
Grade 8	20.74	21.53	27.71	49.63	47.92	48.80	29.63	30.56	23.49
All Grades	22.81	24.40	21.76	49.56	47.25	51.63	27.63	28.35	26.61

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	16.85	18.71	13.48	71.35	68.42	69.10	11.80	12.87	17.42
Grade 4	18.87	12.92	22.78	61.79	73.03	63.89	19.34	14.04	13.33
Grade 5	15.61	18.78	15.76	68.21	59.62	65.22	16.18	21.60	19.02
Grade 6	18.03	9.52	13.07	69.95	76.19	69.35	12.02	14.29	17.59
Grade 7	20.14	16.56	10.91	67.63	61.96	69.70	12.23	21.47	19.39
Grade 8	13.33	13.19	18.07	68.89	69.44	65.66	17.78	17.36	16.27
All Grades	17.25	15.14	15.67	67.75	67.79	67.16	15.00	17.07	17.16

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	16.48	21.64	12.92	50.57	57.31	53.93	32.95	21.05	33.15
Grade 4	23.11	23.03	18.99	55.19	47.19	55.87	21.70	29.78	25.14
Grade 5	30.64	31.92	23.91	50.87	47.42	47.28	18.50	20.66	28.80
Grade 6	29.51	28.57	29.65	46.99	54.76	48.24	23.50	16.67	22.11
Grade 7	32.37	41.72	23.64	50.36	38.65	46.06	17.27	19.63	30.30
Grade 8	27.41	29.86	27.11	51.11	47.92	52.41	21.48	22.22	20.48
All Grades	26.23	29.41	22.78	50.98	48.89	50.61	22.79	21.70	26.61

#### Conclusions based on this data:

1. Percentage of Standards Exceeded decreased, Standards Met increased, percentage of Nearly Met stayed almost the same, and Standards Not Met slightly increased for all students in English Language Arts/Literacy.
2. In the Reading portion of the tests, % Above Standards decreased, % At or Near Standards slightly increased, and % Below Standards increased. .
3. In the Writing portion of the tests, % Above Standards increased, % At or Near Standard decreased, and % Below Standard increased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	183	173	178	178	173	178	178	173	178	97.3	100	100
Grade 4	217	181	180	213	181	180	213	181	180	98.2	100	100
Grade 5	178	215	184	173	214	184	173	214	184	97.2	99.5	100
Grade 6	186	169	204	183	169	201	182	169	201	98.4	100	98.5
Grade 7	156	173	176	154	173	175	154	173	175	98.7	100	99.4
Grade 8	145	149	171	143	147	169	143	147	169	98.6	98.7	98.8
All	1065	1060	1093	1044	1057	1087	1043	1057	1087	98	99.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2453.	2433.	19.10	21.39	15.73	34.27	38.15	32.58	25.28	26.59	34.27	21.35	13.87	17.42
Grade 4	2488.	2479.	2482.	19.72	16.57	15.00	34.27	30.39	30.56	31.46	36.46	41.11	14.55	16.57	13.33
Grade 5	2514.	2507.	2494.	19.65	16.36	15.22	24.86	26.17	21.20	35.84	29.44	30.43	19.65	28.04	33.15
Grade 6	2532.	2539.	2534.	20.88	21.30	20.40	22.53	26.63	27.36	30.22	30.77	26.37	26.37	21.30	25.87
Grade 7	2566.	2543.	2518.	22.73	19.08	8.57	27.27	24.86	24.00	35.06	30.64	29.71	14.94	25.43	37.71
Grade 8	2563.	2548.	2556.	18.88	25.17	22.49	23.08	14.29	23.08	29.37	17.69	20.71	28.67	42.86	33.73
All Grades	N/A	N/A	N/A	20.13	19.68	16.28	28.09	27.06	26.49	31.16	28.95	30.45	20.61	24.31	26.77

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	35.39	38.15	28.65	39.33	43.93	47.75	25.28	17.92	23.60
Grade 4	34.27	28.73	24.02	39.44	40.33	47.49	26.29	30.94	28.49
Grade 5	30.64	23.83	22.83	36.99	40.19	36.41	32.37	35.98	40.76
Grade 6	26.52	30.36	22.89	40.88	37.50	43.78	32.60	32.14	33.33
Grade 7	27.92	25.43	20.57	51.95	42.20	33.14	20.13	32.37	46.29
Grade 8	25.87	28.57	31.36	41.26	23.81	31.95	32.87	47.62	36.69
All Grades	30.42	28.98	24.95	41.36	38.45	40.24	28.21	32.58	34.81

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	24.16	32.37	20.22	50.00	50.29	56.18	25.84	17.34	23.60
Grade 4	25.82	21.55	20.67	46.48	49.17	55.87	27.70	29.28	23.46
Grade 5	17.92	19.63	14.67	53.18	50.00	48.91	28.90	30.37	36.41
Grade 6	22.53	21.89	25.87	39.01	54.44	42.29	38.46	23.67	31.84
Grade 7	32.47	23.12	13.71	48.05	50.29	45.14	19.48	26.59	41.14
Grade 8	20.98	25.85	23.08	45.45	43.54	41.42	33.57	30.61	35.50
All Grades	23.97	23.84	19.80	46.98	49.76	48.25	29.05	26.40	31.95

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	27.53	35.26	24.72	55.62	49.71	49.44	16.85	15.03	25.84
Grade 4	30.05	25.97	24.58	50.23	47.51	59.22	19.72	26.52	16.20
Grade 5	17.34	14.49	12.50	56.65	57.48	50.54	26.01	28.04	36.96
Grade 6	21.43	18.45	22.39	49.45	53.57	46.77	29.12	27.98	30.85
Grade 7	24.68	17.92	9.71	57.14	60.69	64.57	18.18	21.39	25.71
Grade 8	20.98	25.85	21.30	56.64	43.54	57.40	22.38	30.61	21.30
All Grades	23.97	22.63	19.24	53.98	52.46	54.42	22.05	24.91	26.34

**Conclusions based on this data:**

1. Overall Achievement for all students in Math have stayed about the same in Standard Exceeded, slightly decreased for Standard Met and Nearly Met, and increased for Standard Not Met.
2. Concepts & Procedures and Communicating Reasoning portions of the test results have also decreased in percentage for Above Standard and At or Near Standard, and increased for Below Standard.
3. Problem Solving and Modeling/Data Analysis portion has stayed about the same in Above Standard students, increased in percentage for At or Near Standard and decreased for Below Standard.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1464.6	1439.3	1457.8	1431.2	1480.5	1457.7	160	147
Grade 1	1489.1	1487.7	1482.9	1490.2	1494.7	1484.5	126	101
Grade 2	1504.8	1488.8	1504.1	1488.7	1505.0	1488.4	117	98
Grade 3	1515.5	1499.1	1523.1	1497.3	1507.5	1500.3	115	96
Grade 4	1513.4	1535.0	1514.9	1533.8	1511.5	1535.6	112	99
Grade 5	1542.9	1549.3	1540.3	1546.8	1544.9	1551.2	107	108
Grade 6	1546.3	1552.8	1541.3	1553.9	1550.9	1551.1	66	97
Grade 7	1549.1	1546.3	1544.5	1530.2	1553.2	1562.0	75	96
Grade 8	1559.9	1586.7	1550.4	1586.4	1568.7	1586.5	52	77
All Grades							930	919

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.50	21.09	24.38	41.50	13.75	29.25	*	8.16	160	147
1	62.70	28.71	28.57	48.51	*	18.81	*	3.96	126	101
2	65.81	14.29	20.51	50.00	*	30.61	*	5.10	117	98
3	30.43	12.50	45.22	52.08	19.13	27.08	*	8.33	115	96
4	28.57	42.42	45.54	37.37	16.07	14.14	9.82	6.06	112	99
5	57.01	43.52	31.78	35.19	*	11.11	*	10.19	107	108
6	46.97	35.05	37.88	41.24	*	15.46	*	8.25	66	97
7	60.00	30.21	*	31.25	*	19.79	*	18.75	75	96
8	53.85	48.05	*	24.68	*	15.58	21.15	11.69	52	77
All Grades	51.61	29.92	29.89	40.59	11.18	20.67	7.31	8.81	930	919

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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>	46.88	16.33	30.63	34.01	13.13	34.01	9.38	15.65	160	147
<b>1</b>	66.67	39.60	20.63	41.58	8.73	14.85	*	3.96	126	101
<b>2</b>	77.78	34.69	15.38	34.69	*	25.51	*	5.10	117	98
<b>3</b>	58.26	34.38	34.78	43.75	*	15.63	*	6.25	115	96
<b>4</b>	55.36	56.57	30.36	31.31	*	6.06	*	6.06	112	99
<b>5</b>	77.57	60.19	14.02	24.07	*	5.56	*	10.19	107	108
<b>6</b>	65.15	59.79	27.27	22.68	*	9.28	*	8.25	66	97
<b>7</b>	68.00	39.58	*	21.88	*	17.71	*	20.83	75	96
<b>8</b>	53.85	63.64	*	12.99	*	10.39	*	12.99	52	77
<b>All Grades</b>	62.80	43.20	23.55	30.25	6.88	16.43	6.77	10.12	930	919

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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>	70.00	27.89	15.00	47.62	15.00	21.77	67	2.72	160	147
<b>1</b>	64.29	19.80	22.22	46.53	8.73	29.70	*	3.96	126	101
<b>2</b>	44.44	10.20	30.77	38.78	16.24	44.90	*	6.12	117	98
<b>3</b>	*	6.25	33.91	35.42	36.52	45.83	22.61	12.50	115	96
<b>4</b>	12.50	15.15	43.75	50.51	26.79	21.21	16.96	13.13	112	99
<b>5</b>	40.19	21.30	36.45	28.70	14.95	35.19	*	14.81	107	108
<b>6</b>	27.27	21.65	40.91	34.02	16.67	30.93	*	13.40	66	97
<b>7</b>	41.33	25.00	18.67	32.29	14.67	19.79	25.33	22.92	75	96
<b>8</b>	36.54	32.47	25.00	31.17	*	20.78	30.77	15.58	52	77
<b>All Grades</b>	40.65	20.13	28.92	38.96	18.06	29.82	12.37	11.10	930	919

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>	68.75	25.85	26.88	69.39	*	4.76	160	147
<b>1</b>	72.22	71.29	23.02	27.72	*	0.99	126	101
<b>2</b>	73.50	39.80	22.22	56.12	*	4.08	117	98
<b>3</b>	36.52	14.58	57.39	69.79	*	15.63	115	96
<b>4</b>	45.54	47.47	44.64	46.46	9.82	6.06	112	99
<b>5</b>	60.75	30.56	33.64	61.11	*	8.33	107	108
<b>6</b>	43.94	30.93	50.00	60.82	*	8.25	66	97
<b>7</b>	49.33	18.75	36.00	54.17	14.67	27.08	75	96
<b>8</b>	50.00	24.68	32.69	61.04	*	14.29	52	77
<b>All Grades</b>	57.74	33.73	35.16	56.80	7.10	9.47	930	919

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>	39.38	18.37	44.38	48.98	16.25	32.65	160	147
<b>1</b>	59.52	21.78	34.13	68.32	*	9.90	126	101
<b>2</b>	75.21	31.63	23.08	58.16	*	10.20	117	98
<b>3</b>	84.35	63.54	13.04	31.25	*	5.21	115	96
<b>4</b>	71.43	60.61	22.32	32.32	*	7.07	112	99
<b>5</b>	88.79	73.15	*	14.81	*	12.04	107	108
<b>6</b>	83.33	70.10	*	19.59	*	10.31	66	97
<b>7</b>	77.33	46.88	*	29.17	*	23.96	75	96
<b>8</b>	65.38	75.32	*	10.39	*	14.29	52	77
<b>All Grades</b>	69.35	49.08	22.58	36.02	8.06	14.91	930	919

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>	55.63	10.88	42.50	86.39	*	2.72	160	147
<b>1</b>	76.19	48.51	17.46	44.55	*	6.93	126	101
<b>2</b>	58.12	11.22	27.35	84.69	14.53	4.08	117	98
<b>3</b>	*	4.17	66.96	73.96	26.09	21.88	115	96
<b>4</b>	13.39	15.15	62.50	65.66	24.11	19.19	112	99
<b>5</b>	42.99	37.04	47.66	49.07	*	13.89	107	108
<b>6</b>	33.33	24.74	42.42	43.30	24.24	31.96	66	97
<b>7</b>	40.00	30.21	21.33	37.50	38.67	32.29	75	96
<b>8</b>	44.23	45.45	23.08	28.57	32.69	25.97	52	77
<b>All Grades</b>	42.69	24.27	40.43	59.19	16.88	16.54	930	919

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>	87.50	79.59	12.50	16.33	83	4.08	160	147
<b>1</b>	50.79	15.84	46.03	78.22	*	5.94	126	101
<b>2</b>	37.61	10.20	58.12	79.59	*	10.20	117	98
<b>3</b>	23.48	15.63	60.87	72.92	15.65	11.46	115	96
<b>4</b>	25.89	31.31	61.61	60.61	12.50	8.08	112	99
<b>5</b>	50.47	14.81	41.12	74.07	*	11.11	107	108
<b>6</b>	18.18	39.18	75.76	55.67	*	5.15	66	97
<b>7</b>	33.33	17.71	54.67	72.92	*	9.38	75	96
<b>8</b>	34.62	10.39	59.62	87.01	*	2.60	52	77
<b>All Grades</b>	44.41	29.16	48.49	63.33	7.10	7.51	930	919

#### Conclusions based on this data:

1. This data reflects the grade that students are currently in along with their ELPAC data from the previous year. Thus, looking at kindergarten students who were at other schools for TK (COA does not have a TK program) and comparing them to the rest of COA's students (1st-8th), we can see that COA students acquire English far quicker than TK students in other schools.
2. COA should continue to invest in GLAD training, training new teachers annually as well as constantly assessing the quality of our GLAD units and overall implementation of the program.
3. COA should expand its pull-out ELD program by hiring teachers that are highly trained in the ELD standards. Its current ELD teachers should be trained in the standards as well.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1611	79.6	66.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1072	66.5
Socioeconomically Disadvantaged	1282	79.6
Students with Disabilities	53	3.3





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.3
Asian	8	0.5
Filipino	2	0.1
Hispanic	18	1.1
White	1577	97.9

### Conclusions based on this data:

1. COA as a program continues to fee us on meeting the unique needs of SED and EL students.
2. COA needs to do more work around recruiting a more diverse student population.

# School and Student Performance Data

## Overall Performance

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

**Conclusions based on this data:**

1. As a school COA had a decrease in student scores in ELA leading to moving down to the orange tier.
2. There has been an increase in Chronic Absenteeism and suspension, especially at the higher grade levels.

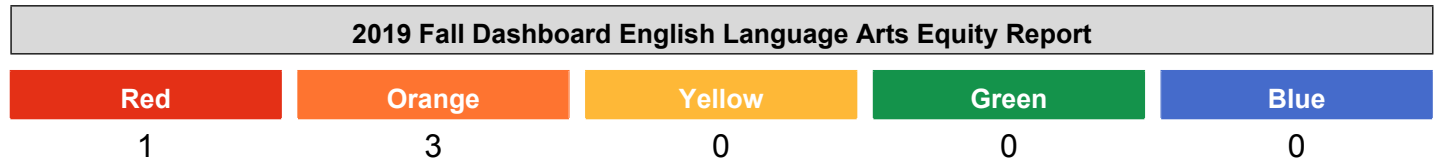
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 9.7 points below standard Declined -6.2 points 1047		 Orange 26.9 points below standard Declined -13.1 points 843		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Orange 13.9 points below standard Declined -4.8 points 851		 Red 115.9 points below standard Maintained ++2.2 points 53	

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 9.3 points below standard Declined -5.4 points 1024

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

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

<b>Current English Learner</b> 64.3 points below standard Declined -6 points 540	<b>Reclassified English Learners</b> 39.7 points above standard Declined -4.6 points 303	<b>English Only</b> 18.5 points below standard Declined Significantly -34.7 points 33
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#### Conclusions based on this data:

1. COA declined or maintained in all critical areas of ELA.
2. The biggest declines have occurred with English Only students.



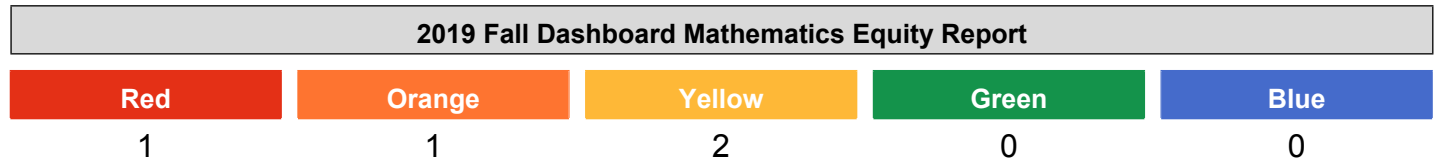
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 19.1 points below standard Declined -9.5 points 1046	<b>English Learners</b>  Orange 30.3 points below standard Declined -13.1 points 842	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Yellow 20.6 points below standard Declined -9.2 points 850	<b>Students with Disabilities</b>  Red 124.5 points below standard Declined -10.4 points 53

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>  Yellow 18.8 points below standard Declined -8.6 points 1023

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

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

<b>Current English Learner</b> 58.6 points below standard Declined -11.5 points 539	<b>Reclassified English Learners</b> 20 points above standard Maintained -2.2 points 303	<b>English Only</b> 30 points below standard Declined Significantly -21.9 points 33
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#### Conclusions based on this data:

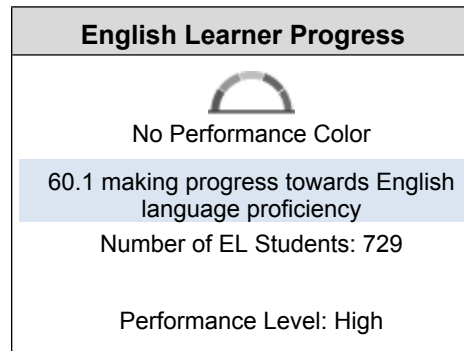
1. There was decline in scores in all areas of Math.
2. The biggest decline occurred in our English Only population.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.3	18.5	13.8	46.2

#### Conclusions based on this data:

1. COA saw a significant number of students progress at least one level in English Level Proficiency.
2. Over 60% of students are noted as making progress toward English proficiency.

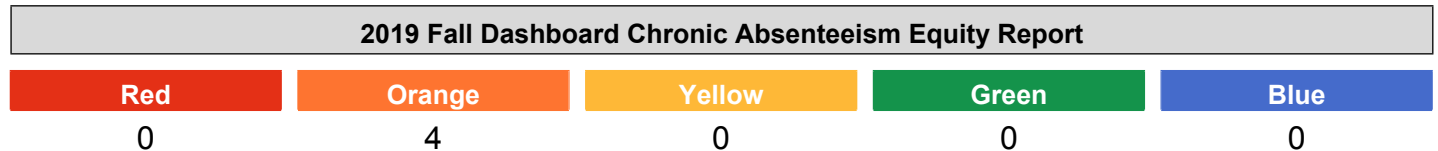
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 8.1 Increased +1.2 1650	<b>English Learners</b>  Orange 8.1 Increased +1 1107	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Socioeconomically Disadvantaged</b>  Orange 8.4 Increased +0.7 1328	<b>Students with Disabilities</b>  Orange 8.7 Increased +5.3 69

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">15</div> Increased +3.9 20	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">8.1</div> Increased +1.4 1613

### Conclusions based on this data:

1. There was an increase in all levels of chronic absenteeism.
2. There does not seem to be a demographic disparity in Chronic Absenteeism totals.

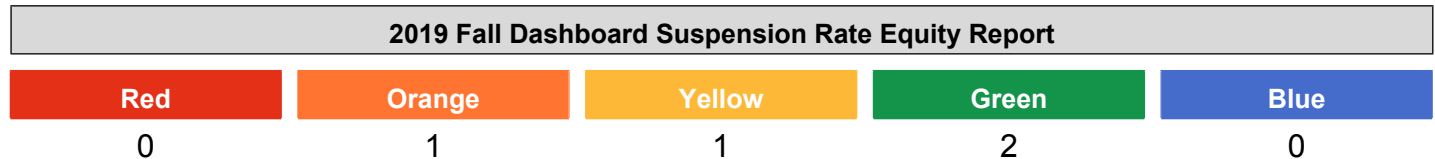
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.8 Declined -0.4 1676	<b>English Learners</b>  Yellow 1.5 Maintained 0 1125	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Green 1.8 Declined -0.7 1349	<b>Students with Disabilities</b>  Orange 5.6 Increased +4 71

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

<b>African American</b>  No Performance Color Less than 11 Students - Data 5	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data 9	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>  No Performance Color 4.5 Increased +4.5 22	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 2	<b>Pacific Islander</b>	<b>White</b>  Green 1.8 Declined -0.3 1636

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	1.8

#### Conclusions based on this data:

1. There was an increase in suspensions of students with disabilities.
2. Overall, suspension rates are low compared to state averages.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

COA will provide a rigorous academic program aligned with the Common Core Standards that provides all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

## Goal 1

Continuously working toward 100% of students in all significant subgroups at COA performing at grade level or higher in English Language Arts.

## Identified Need

The setting of student achievement goals presents a wonderful opportunity to enhance professional performance and, in turn, positively impact student achievement. Community Outreach Academy (COA) students take a variety of academic tests that measure their progress. They are expected to improve academically from the beginning to the end of the year.

48% of COA's students met or exceeded test expectations in Language Arts. These data were summarized and brought to the SLT, Staff and Academic Focus Meetings. The coaches, teachers, and administration worked closely together to find resources and training to help our students grow. Although we did not grow significantly from the previous year, our students still scored higher than the state and district average, which encourages us and lets us know that our efforts to give them the best education possible are paying dividends. We will continue to work hard to enhance these test results in the next school year.

6-8 grade EL students are offered specific and targeted support from ELD credentialed teachers and Para-Educators in the classroom. Students are also provided additional targeted support in our after school program.

The goals have been developed to assess COA's development over the 2020–21 academic year. In order to achieve these goals, there is a need to:

Develop and implement a process to analyze student data

Update and implement a pyramid of interventions in order to close the achievement gap

Provide up to date, relevant, and rigorous state adopted curricula

Differentiate instruction in order to engage all students (low & high performing)

Offer an extended school day and school year in order to provide additional learning opportunities before & after school

Provide high quality professional development for all staff (such as but not limited to CCSS, NGSS, GLAD, TLAC, PLTW, EMITS, AVID, ELD, technology, etc.

Increase the use of and access to technology in all aspects of the school program in order to enhance instruction and improve students' performance

## Annual Measurable Outcomes



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>* Data analysis documents</li> <li>* Student watch list and RTI pyramid</li> <li>* Curriculum inventory</li> <li>* Schedule of before/ after school activities as well as summer school calendar</li> <li>* Annual Professional Development Schedule</li> <li>* Meeting agendas, minutes, &amp; sign in sheets</li> <li>* Master schedule</li> <li>* Curriculum maps and/ or pacing guides</li> <li>* Technology inventory</li> <li>* After School Program Support in 6-8th grade</li> </ul>	<ul style="list-style-type: none"> <li>*Develop and implement a plan to get all students to proficient or above on the English Language Arts and Math local Assessments.</li> <li>*Use technology to enhance ELA and Math instruction and improve students' performance. *Expand technology bases course offerings.</li> <li>*Increase the ratio of students per computer by 25% each year.</li> <li>* Increase PD offerings by at least two per year.</li> <li>*Purchase new ELA and Math curriculum that is CCSS aligned.</li> <li>*Supplement current curricula to align to CCSS.</li> <li>* Provide and monitor appropriate levels of RTI.</li> <li>* Create and implement comprehensive opportunities for high achieving students.</li> </ul>	<ul style="list-style-type: none"> <li>* Increase academic growth on local and state assessments.</li> <li>* Increase technology availability and usage</li> <li>* Increase professional development opportunities allowing staff to focus on professional and personal growth.</li> <li>* Evaluate and if needed update and/ supplement the existing curricula at least on the annual basis to ensure alignment to CCSS</li> <li>*All students will increase their math achievement by one or more years based on the GCC Math Assessment (Renaissance Learning - STAR Math)..</li> <li>*All GCC students reading at grade level will make 1 year's growth in reading (utilizing the RL STAR Assessment) for one school year attended. All GCC students scoring below grade level will make more than 1-year's growth for one school year attended.</li> <li>*All GCC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</li> </ul>

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

Alignment of instruction with content standards:

A. All textbooks and supplemental materials are part of scope and sequence to ensure alignment with Common Core Standards.

- B. Curriculum Coaches will receive training on standards and how to coach, supervise and evaluate teachers and subsequently train teachers and administrators.
- C. Researched-based instructional strategies will be used and reinforced through training geared to EL learners.
- D. Local assessments/curriculum embedded/benchmarks assessments, such as the curriculum umbedded assessments, Renaissance CAASPP data and benchmarks to ensure mastery of standards-based content.
- E. Beginning teachers will participate in an induction program through the Sacramento County Office of Education which focuses on the California Standards for the Teaching Profession.
- F. Reading standards will be re-taught in social studies and science instruction through GLAD strategies.
- G. Regularly scheduled data meetings will be held between teachers, coaches and administration that will focus on benchmarks, progress and re-teaching.

### **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)
79100.17	LCFF - Supplemental 4000-4999: Books And Supplies A. Supplemental materials & supplies
25863.40	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures B/C/F. Professional Development & other training costs
41763.48	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures D. Assessment costs (booklets/ data analysis program)
7,090.00	General Fund 1000-1999: Certificated Personnel Salaries E. Teacher Induction support
18,769.58	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures B. Travel & Conference

### **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

Use of standards-aligned instructional materials and strategies:

- A. Instructional program will be aligned to state standards, assessment and student outcomes
- B. Every student has access to core textbooks and support.
- C. CCSS Standards aligned, scientific research based language arts materials will be in place in classrooms, including replacement of consumable materials on an annual basis.
  - i. This will include materials necessary for full implementation of state approved ELA program and other writing supplemental programs.
  - ii. COA is researching, adopting and implementing current curriculum that aligns with common standards and will serve our population.
- D. Teacher plans, in as much as is practical, will reference standards that are being taught each trimester.
- E. K-8 staff will have access to a leveled library, school and classroom libraries to supplement curriculum and ensure accessibility for all levels of learners.
- F. Inside curriculum to offer intervention/ support classes as well as ELD programs (for beginners as well as LTELs).
- G. Supplemental books for reading and writing programs.
- H. Additional textbooks for middle school (class sets for student use)

## 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)
7462.39	LCFF - Supplemental 4000-4999: Books And Supplies A/B/C/D. Supplemental materials
36,669.40	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures G. A.R. subscription, etc costs
13,800.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures G. Lexia 5 CORE
2,098.29	LCFF - Supplemental 4000-4999: Books And Supplies E. Library costs
16825.47	Lottery: Instructional Materials 4000-4999: Books And Supplies F. Instructional materials
44,035.64	Lottery: Instructional Materials 4000-4999: Books And Supplies G. Books aligned with programs

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Extended learning time & course offerings:

- A. COA offers extended ELA time in the form of intervention periods within the school day for grades K-8
- B. COA ES offers an extended learning day by way of an after school program which provides additional instructional time for targeted students
- C. COA will continue to work on continuous needs assessments to aide targeted instruction
- D. COA offers small group push-in/ pull-out instruction for struggling readers during the school day.
- E. COA maintains at least one reading corner in every building (K-6).
- F. COA will have additional instructional time for students by extending the school year by 2 days.
- G. COA will offer summer school program to students.
- H. Offer higher level classes.

#### 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)
122499.90	Title I 2000-2999: Classified Personnel Salaries A/B/C/D/E/F/G/H Para salaries
5,933.33	LCFF - Supplemental 4000-4999: Books And Supplies E. Books and supplies for reading corners
34,079.05	Title I 3000-3999: Employee Benefits A/B/C/D/E/F/G/H Para benefits
72,575.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries D. Extra Hours and Salaries

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Increased access to technology:

- A. Technology is incorporated into the use of state-adopted textbooks and/or standards-aligned and supplementary materials

- B. Multimedia is integrated into standards-based instruction utilizing various online programs
- C. Internet will be used to locate and access information and Wi-Fi will be available in each room
- D. Illuminate will be used to analyze student learning and plan instruction based on data
- E. Technology in-services will be provided to teachers and support staff
- F. The school will provide technology information, training and support via Parent nights.
- G. The students will have access to computers, tablets, electronic books and other electronic devices in the classroom and the computer lab with appropriate staff supervision and guidance
- H. Teachers will have web pages available for parent and student use
- I. Expanded roaming computer labs (K-6)
- J. SMART boards in each classroom and pull out/resource rooms
- K. Color printers to aide in presenting GLAD visuals and realia development.
- L. The school will provide computer/technology instruction for students including Type to Learn 4, support for 1:1 take home Chromebooks (7-8).

### 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)
5,797.62	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures A/ B/ E/ H Training costs
1,232.13	LCFF - Supplemental 4000-4999: Books And Supplies C. Internet connection and hardware
6,391.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures G/L. Computer costs
71800	LCFF - Supplemental 4000-4999: Books And Supplies F/I/J/K. Computers, laptop carts, SMART Boards, document cameras and printer/ink costs
9,764.83	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies D. Data Management software and supplies

### 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

Staff development and professional collaboration aligned with standards-based instructional materials:

- A. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss implementation of adopted curriculum programs. The focus of these discussions will be lesson planning, delivery, and pacing
- B. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss curriculum-embedded assessment collaboration. There will be school-wide monthly data meetings
- C. There is a lead team of teachers which meets monthly and goes over best practices and other school related items and shares them with other teachers at the grade level meetings.
- D. Provide in-service opportunities (including planning days) throughout the year to ensure that teachers' instructional strategies reflect an understanding of content standards. These will be conducted by the curriculum coach, vice principals and other staff to reinforce strategies set forth by the curriculum.
- E. The school provides week at a glance for both math, science (for 5-6 grades) and language arts to ensure consistency throughout grades k-6

### **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)
80,205.73	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A/D Training Costs
2,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries C. SLT stipends

### **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**

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

- A. Parents will serve on COA School Site Council, ELAC and Advisory Committees, participating in the school's educational program, budget and governance.
- B. Parents will receive a revised Parent/Student Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct.
- C. COA conducts regular meeting with parents to discuss academic achievement. In addition to one-on-one communication, we send home regular progress reports, and report cards are generated three times a year. The report card format is standards based, narrative, quantitative and qualitative.
- D. COA sends home regular communication through our school newsletter, which is produced monthly.
- E. Parents are encouraged to volunteer 12 hours annually to assist teachers, chaperone field trips and special administrative staff, and support fundraisers and after school activities.



F. School facilitates a Spelling Bee each year as an incentive for high achievers and where parents can come observe and celebrate students' achievements. Students also receive recognition, including prizes at recurring awards assemblies throughout the year.

### **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)
1,000.00	LCFF - Supplemental 4000-4999: Books And Supplies A. Refreshments costs for meetings
6,700.00	General Fund 4000-4999: Books And Supplies B/C. Printing and mailing costs
500.00	LCFF - Supplemental 4000-4999: Books And Supplies F. Refreshments for meetings
1,000.00	LCFF - Supplemental 4000-4999: Books And Supplies B/C. Printing and mailing costs

### **Strategy/Activity 7**

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

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

All Students

#### **Strategy/Activity**

We will provide auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

A. COA will provide a holistic environment addressing students' academic, social, ethical, and emotional needs and providing exercise and highly nutritious meals and snacks through the district food services program.

B. COA will infuse character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service.

C. Parents will serve on COA School Site Councils and ELAC participating in the school's educational program, budget, and governance.

D. Student progress will be discussed in student-teacher-parent conferences, held throughout the year. Short and long term goals will be set and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teacher and parents to help them attain their goals.

E. Community Outreach Academy offers Physical Education and Russian language classes for our students, as well as art, music, and Advanced classes electives.

F. A multi-lingual library will be available for parents, staff and students during and after school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	General Fund 4000-4999: Books And Supplies A. Snacks & highly nutritious food services
5,000.00	General Fund 5000-5999: Services And Other Operating Expenditures B/C. Character award assemblies and refreshments for assemblies and meetings
1,200.00	General Fund 5000-5999: Services And Other Operating Expenditures E/F. Book costs and materials
1,000.00	General Fund 4000-4999: Books And Supplies D. Printing costs and goal setting training for parents, teachers and students
717,372.70	LCFF - Supplemental 2000-2999: Classified Personnel Salaries E/F. Para salaries

### Strategy/Activity 8

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

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

All Students

#### Strategy/Activity

Monitoring program effectiveness:

- A. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled in-services as well as staff meetings.
- B. COA will use assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings at least four times per year.
- C. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.
- D. COA develops and implements school-wide benchmarks grades K-8. As we fully implement Common Core, COA will be working with various companies to ensure alignment.

### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
2,500.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A. Data analysis training
1,500.00	General Fund 5000-5999: Services And Other Operating Expenditures B. Training
4,800.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures D. Assessment costs

### Strategy/Activity 9

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

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

All Students
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#### Strategy/Activity

<p>Targeting services and programs to lowest-performing student groups:</p> <p>A. COA will provide reading assessments to determine which intervention level is appropriate for each student. Intervention will be held 4 days a week during the school day. Students in grades K-8 will then be pulled in small groups for intensive decoding and comprehension instruction, while high achieving students are pulled for art and music (1-6). Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. COA is using the FastForWord reading program in all grades.</p> <p>B. COA researched practices and results through the WASC self-study process. The information from this study will be used as a tool to best serve the needs of the lowest performing students. This will guide the administration, teachers and staff in how best to address the needs of these children individually.</p> <p>C. COA staff will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results.</p> <p>D. Differentiated instruction will be utilized, and formative assessments will guide this instruction.</p> <p>E. At the middle school, lowest performing students will have a conference with school counselor.</p> <p>F. One on one instruction may be offered for struggling students.</p>
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#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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5,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures A. Training on assessments, assessment tools, costs of reading system
6,000	General Fund 5000-5999: Services And Other Operating Expenditures B. ACSA membership for admin, training
12,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures C/D/H. Training costs

## 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.

This year, we set out to develop and use data, assessments, and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning. More specifically, COA sought to improve differentiated classroom instruction to meet the needs of all learners and simultaneously develop and implement a process to analyze data and plan long range instructional plans accordingly. The overarching goals were to support student learning and academic outcomes.

Throughout this year, our curriculum coaches have increased the amount of observations and reflective meetings based on teacher and student need. In many instances, differentiation was a key topic. These observations and reflective meetings informed teacher goals and practices across campus. In addition, the observations were also expanded to include learning and instructional rounds. In order to facilitate student achievement goals in conjunction with the trimester goals, our teacher teams developed grade level specific student goal sheets. While each grade level has developed a different goal sheet based on the needs and abilities of their students, as a school we have developed a common idea of what must be included. Based on teacher feedback and observed student clarity in understanding the goals and what they mean to the individual, this process proved successful. Also, for our students' trimester goals, we are implementing "Family Goals" which will include growth for the entire family.

2020-21 school year was full of technology greatness. It has been a year of great growth. Earlier this year we had a wonderful Technology Workshop on how to use iPads in a classroom setting for all of our certificated staff. They learned how to help our students be more successful in their education.

In order to work towards these goals, COA developed a five pronged approach that included the following: increase observations and reflective meetings by curriculum/ Instructional coaches, facilitate student achievement goals in conjunction with the trimester goals, provide multiple grade

level planning days with curriculum coaches, hold data meetings with teachers, discuss next steps to increase student achievement, and develop schoolwide student DATA for admin and teachers use. In all areas, COA made significant growth and improvements. Evidence of this can be seen in the calendar of meetings, the new student goal sheets, all agendas and sign in sheets, numerous reflection and data discussion meetings, and our student data monitoring document. With PD trainings, time to plan, support, intervention and ELD classes, advanced classes, ASAT tutoring, SST / IEP work and Summer School help, we look forward to further improvement.

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

There are minor differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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.

There are no major changes

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

COA will provide a rigorous academic program aligned with the Common Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

## Goal 2

Continuously working toward 100% of students in all significant subgroups at COA performing at grade level or higher in Math.

## Identified Need

The setting of student achievement goals presents a wonderful opportunity to enhance professional performance and, in turn, positively impact student achievement. Community Outreach Academy (COA) students take a variety of academic tests that measure their progress. They are expected to improve academically from the beginning to the end of the year.

43% of COA's students met or exceeded test expectations in CAASPP math. These data were summarized and brought to the SLT, Staff and Academic Focus Meetings. The coaches, teachers, and administration worked closely together to find resources and training to help our students grow. Although we did not grow significantly from the previous year, our students still scored higher than the state and district average, which encourages us and lets us know that our efforts to give them the best education possible are paying dividends. We will continue to work hard to enhance these test results in the next school year.

When analyzing our CAASPP Math data, we found that, once again, we have a large percentage of English Learners that did not meet standards in Math. COA English Learners declined by 13.1 points and 30.3 points below standard. For the 2020-21 school year, we plan to implement Math in 2 Enrichment Blocks per week in grades 4-5, which we hope will help our English learners to increase their math skills.

In Grades 6-8th grade the Math team is working directly with consultants on developing a comprehensive intervention and support plan for all students.

The goals have been developed to assess COA's development over the 2020–21 academic year. In order to achieve these goals, there is a need to:

Develop and implement a process to analyze student data

Update and implement a pyramid of interventions in order to close the achievement gap

Provide up to date, relevant, and rigorous state adopted curricula

Differentiate instruction in order to engage all students (low & high performing)

Offer an extended school day and school year in order to provide additional learning opportunities before & after school

Provide high quality professional development for all staff (such as but not limited to CCSS, NGSS, GLAD, TLAC, PLTW, EMITS, AVID, ELD, technology, etc.

Increase the use of and access to technology in all aspects of the school program in order to enhance instruction and improve students' performance

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>* Data analysis documents</li> <li>* Student watch list and RTI pyramid</li> <li>* Curriculum inventory</li> <li>* Schedule of before/ after school activities as well as summer school calendar</li> <li>* Annual Professional Development Schedule</li> <li>* Meeting agendas, minutes, &amp; sign in sheets</li> <li>* Master schedule</li> <li>* Curriculum maps and/ or pacing guides</li> <li>* Technology inventory</li> </ul>	<ul style="list-style-type: none"> <li>*Develop and implement a plan to get all students to proficient or above on the English Language Arts and Math local Assessments.</li> <li>*Use technology to enhance ELA and Math instruction and improve students' performance. *Expand technology bases course offerings.</li> <li>*Increase the ratio of students per computer by 25% each year.</li> <li>* Increase PD offerings by at least two per year.</li> <li>*Purchase new ELA and Math curriculum that is CCSS aligned.</li> <li>*Supplement current curricula to align to CCSS.</li> <li>* Provide and monitor appropriate levels of RTI.</li> <li>* Create and implement comprehensive opportunities for high achieving students.</li> </ul>	<ul style="list-style-type: none"> <li>* Increase academic growth on local and state assessments.</li> <li>* Increase technology availability and usage</li> <li>* Increase professional development opportunities allowing staff to focus on professional and personal growth.</li> <li>* Evaluate and if needed update and/ supplement the existing curricula at least on the annual basis to ensure alignment to CCSS</li> <li>*All students will increase their math achievement by one or more years based on the GCC Math Assessment (Renaissance Learning - STAR Math)..</li> <li>*All GCC students reading at grade level will make 1 year's growth in reading (utilizing the RL STAR Assessment) for one school year attended. All GCC students scoring below grade level will make more than 1-year's growth for one school year attended.</li> <li>*All GCC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</li> </ul>

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

Alignment of instruction with content standards:

The fundamental goals of the mathematics instruction program are to ensure that all students will be able to think competently in the language of mathematics, apply mathematical thinking in

original ways to solve complex problems and describe the historical and ethnic roots of mathematics.

To ensure alignment of Mathematics instruction with Common Core content standards, Community Outreach Academy will provide:

- A. Standards-based core math program through state adopted curricula.
- B. A remediation process which involves students working online with the Math Whizz Intervention math program. This program is based on an innovative visual approach that teaches math concepts independent of language constraints. This program is offered after school in an extended day program and also to low performing students as a pull out during the school day.
- C. K-8 grade level meetings to discuss beginning of the year assessments and subsequent assessments. These meetings ensure discussion of best practices and focus students. This will ensure consistent assessment tools in all grades and recognition of deficiencies.
- D. Screening assessments to determine which level of intervention is appropriate for which students.

### 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)
4,500.00	LCFF - Supplemental 4000-4999: Books And Supplies A Math supplemental materials
45,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures B. Programs Costs
3,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures C. Training costs
7,000.00	LCFF - Supplemental 4000-4999: Books And Supplies D. Assessments Costs

### 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

Use of standards-aligned instructional materials and strategies:

- A. Standards aligned, scientific research based math materials will be in place in classrooms, including replacement of consumable materials on an annual basis.
- B. Teacher plans reference standards being taught each trimester.

### 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)

4,000.00

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
A/B Math materials

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Extended learning time and Course Offerings:

- A. COA encourages math intervention in all classrooms to give individual support to all students
- B. COA offers an extended learning day by way of an after school math program, Math Whizz and Mental Math
- C. COA has received funds for a more extensive after school program through the After School Educational and Safety Grant (ASES.) Programs (including online programs) are being researched that would give the correct support for our after school students.
- D. Offer STEAM (K-6) and Project Lead the Way Classes (7-8)
- E. Offer leveled math classes (7-8)

### 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)

1,500.00

Source(s)

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
A. Ongoing training, computers in classrooms,  
additional materials for re-teach

66,462.21

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
B/C. After school instructors salaries

6,000.00

LCFF - Supplemental



	5000-5999: Services And Other Operating Expenditures C. MathWhizz and Mental Math subscription, supplies, various materials for after school activities
78,000.00	General Fund 2000-2999: Classified Personnel Salaries D/E. Para Salaries, Teacher Salaries and training Costs

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Increased access to technology:

- A. Technology is incorporated into the use of state-adopted textbooks and/or standards-aligned and supplementary materials
- B. Multimedia is integrated into standards-based instruction including TVs, SMART boards, document cameras, LCD with remotes, etc.
- C. Internet will be used to locate and access information
- D. Illuminated will be used to access information and analyze data to monitor student needs
- E. Technology in-services will be provided to teachers and support staff
- F. The school will provide technology information, training and support via Parent nights.
- G. The students will have access to computers, tablets, electronic books, etc, Various programs will be used on these electronic devices.
- H. Teachers will have web pages available for parent and student use.
- I. Math Whizz is a program that can support math instruction in classrooms (K-6).
- J. Color printers need to be purchased and remain filled with ink to ensure teachers can print visual resources for math (realia 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)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies A. Associated technology
10,000	LCFF - Supplemental 4000-4999: Books And Supplies B. Associated multimedia costs
20,000.00	General Fund



	5000-5999: Services And Other Operating Expenditures C. Internet costs
7413.77	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures D. Program costs and training costs
3,000	General Fund 5000-5999: Services And Other Operating Expenditures E. Training costs
25,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures F. Partial parent liaison and web master service
1,671.45	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures H. Training costs
4,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures I. Safari Montage program and training costs
1,500.00	General Fund 4000-4999: Books And Supplies J. printer and ink costs
30,000	LCFF - Supplemental 4000-4999: Books And Supplies G. Computer and Program costs

## 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

Targeting services and programs to lowest-performing student groups:

A. COA will provide assessments to determine which intervention level is appropriate for each student. Based on placement data, teachers will use various strategies and programs (such as small groups, Math Whiz, etc) to deliver targeted intervention.

i. Diagnostic assessments are given when a student is identified as working below standard and is not responding well to instruction.

ii. Benchmarks will be used to track progress of students throughout the year.

B. COA will create a learning plan as a tool to best serve the needs of the lowest performing students.

C. COA will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results.

D. Differentiated instruction will be utilized, and formative assessments will guide this instruction.  
 E. If a student continues to struggle with academic content, he/she will begin a Student Achievement Plan (SAP), then be referred to the Student Study Team (SST) to ensure meeting student needs.

### 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)
5,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A. Training and materials (including computers and computer programs)/assessment costs
4,000	General Fund 5000-5999: Services And Other Operating Expenditures B. Training/printing costs
8,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures C. Training costs
8,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures D. Training costs for teachers
3,000	General Fund 0001-0999: Unrestricted: Locally Defined E. SAP/SST Meetings

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

This year, we set out to develop and use data, assessments, and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning. More specifically, COA sought to improve differentiated classroom instruction to meet the needs of all learners and simultaneously develop and implement a process to analyze data and plan long range

instructional plans accordingly. The overarching goals were to support student learning and academic outcomes.

Throughout this year, our curriculum coaches have increased the amount of observations and reflective meetings based on teacher and student need. In many instances, differentiation was a key topic. These observations and reflective meetings informed teacher goals and practices across campus. In addition, the observations were also expanded to include learning and instructional rounds. In order to facilitate student achievement goals in conjunction with the trimester goals, our teacher teams developed grade level specific student goal sheets. While each grade level has developed a different goal sheet based on the needs and abilities of their students, as a school we have developed a common idea of what must be included. Based on teacher feedback and observed student clarity in understanding the goals and what they mean to the individual, this process proved successful. Also, for our students' trimester goals, we are implementing "Family Goals" which will include growth for the entire family.

2020-21 school year was full of technology greatness. It has been a year of great growth. Earlier this year we had a wonderful Technology Workshop on how to use iPads in a classroom setting for all of our certificated staff. They learned how to help our students be more successful in their education.

In order to work towards these goals, COA developed a five pronged approach that included the following: increase observations and reflective meetings by curriculum coaches, facilitate student achievement goals in conjunction with the trimester goals, provide multiple grade level planning days with curriculum coaches, hold data meetings with teachers, discuss next steps to increase student achievement, and develop schoolwide student DATA for admin and teachers use. In all areas, COA made significant growth and improvements. Evidence of this can be seen in the calendar of meetings, the new student goal sheets, all agendas and sign in sheets, numerous reflection and data discussion meetings, and our student data monitoring document. With PD trainings, time to plan, support, intervention and ELD classes, advanced classes, ASAT tutoring, SST / IEP work and Summer School help, we look forward to further improvement.

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

There are minor differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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.

There are no major changes

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

COA will provide a rigorous academic program aligned with the Common Core Standards that provides all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.

## Goal 3

Continuously working toward 100% of students in the EL subgroup at COA performing at grade level or higher in ELA and Math.

## Identified Need

The setting of student achievement goals presents a wonderful opportunity to enhance professional performance and, in turn, positively impact student achievement. Community Outreach Academy (COA) students take a variety of academic tests that measure their progress. They are expected to improve academically from the beginning to the end of the year.

48% of COA's students met or exceeded test expectations in CAASPP language arts and 43% of COA's students met or exceeded test expectations in CAASPP math. These data were summarized and brought to the SLT, Staff and Academic Focus Meetings. The coaches, teachers, and administration worked closely together to find resources and training to help our students grow. Although we did not grow significantly from the previous year, our students still scored higher than the state and district average, which encourages us and lets us know that our efforts to give them the best education possible are paying dividends. We will continue to work hard to enhance these test results in the next school year.

When analyzing our CAASPP ELA data, we found that we have a large percentage of English Learners, which is a significantly large group of students that did not meet standards in ELA. COA English Learners declined by 13.1 point and 26.9 points below standards. 60.1 % of students making progress toward English language proficiency. 21.3% of students decreased one ELPI level, 18.5% of students maintained ELPI Level 1, 2L, 2H, 3L, or 3H, and only 13.8% of students maintained ELPI Level 4. Upon analyzing this data, we have decided to implement a reading comprehension focus school-wide, which will increase reading comprehension in all of our students, especially our English Learner students.

When analyzing our CAASPP Math data, we found that, once again, we have a large percentage of English Learners that did not meet standards in Math. COA English Learners declined by 13.1 points and 30.3 points below standard. For the 2020-21 school year, we plan to implement Math in 2 ELD focused support has expanded in 6-8th grade with 2 ELD teachers and 2 full-time ELD Para-educators.

The goals have been developed to assess COA's development over the 2020–21 academic year. In order to achieve these goals, there is a need to:

- Develop and implement a process to analyze student data
- Update and implement a pyramid of interventions in order to close the achievement gap
- Provide up to date, relevant, and rigorous state adopted curricula
- Differentiate instruction in order to engage all students (low & high performing)

Offer an extended school day and school year in order to provide additional learning opportunities before & after school  
 Provide high quality professional development for all staff (such as but not limited to CCSS, NGSS, GLAD, TLAC, PLTW, EMITS, AVID, ELD, technology, etc.  
 Increase the use of and access to technology in all aspects of the school program in order to enhance instruction and improve students' performance

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>* Data analysis documents</li> <li>* Student watch list and RTI pyramid</li> <li>* Curriculum inventory</li> <li>* Schedule of before/ after school activities as well as summer school calendar</li> <li>* Annual Professional Development Schedule</li> <li>* Meeting agendas, minutes, &amp; sign in sheets</li> <li>* Master schedule</li> <li>* Curriculum maps and/ or pacing guides</li> <li>* Technology inventory</li> </ul>	<ul style="list-style-type: none"> <li>*Develop and implement a plan to get all students to proficient or above on the English Language Arts and Math local Assessments.</li> <li>*Use technology to enhance ELA and Math instruction and improve students' performance. *Expand technology bases course offerings.</li> <li>*Increase the ratio of students per computer by 25% each year.</li> <li>* Increase PD offerings by at least two per year.</li> <li>*Purchase new ELA and Math curriculum that is CCSS aligned.</li> <li>*Supplement current curricula to align to CCSS.</li> <li>* Provide and monitor appropriate levels of RTI.</li> <li>* Create and implement comprehensive opportunities for high achieving students.</li> </ul>	<ul style="list-style-type: none"> <li>* Increase academic growth on local and state assessments.</li> <li>* Increase technology availability and usage</li> <li>* Increase professional development opportunities allowing staff to focus on professional and personal growth.</li> <li>* Evaluate and if needed update and/ supplement the existing curricula at least on the annual basis to ensure alignment to CCSS</li> <li>*All students will increase their math achievement by one or more years based on the GCC Math Assessment (Renaissance Learning - STAR Math)..</li> <li>*All GCC students reading at grade level will make 1 year's growth in reading (utilizing the RL STAR Assessment) for one school year attended. All GCC students scoring below grade level will make more than 1- year's growth for one school year attended.</li> <li>*All GCC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</li> </ul>

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

## Strategy/Activity 1

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

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

English Learners

### Strategy/Activity

Use of standards-aligned instructional materials and strategies:

- A. COA will adopt and utilize a state standards aligned curriculum for our English Learners.
- B. COA will hire ELD teachers and para-educators to implement a rigorous ELD program.
- C. Bilingual staff will be hired to assist students with language acquisition.
- D. Utilize various online and computerized programs to support language development and acquisition.
- E. Researched-based instructional strategies will be used and reinforced through training geared to EL learners.
- F. Reading standards will be re-taught in social studies and science instruction through GLAD units and strategies.
- G. K-8 students will have access to a leveled library, school and classroom libraries to supplement all curriculum, including home language, and ensure accessibility for all levels of learners.
- H. Inside curriculum to offer intervention/ support classes as well as ELD programs (for beginners as well as LTELs).
- I. Supplemental books for reading and writing programs.
- J. Accelerated Reader program for MS students
- K. Lexia CORE 5 reading program for students
- L. Offer leveled and intervention courses to meet independent study needs (RTI).

### 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)
155,555.00	Title I 1000-1999: Certificated Personnel Salaries A/B. Teacher salaries and stipends
530,932.38	LCFF - Supplemental 2000-2999: Classified Personnel Salaries C. Para-educators salaries
10,000	LCFF - Supplemental 4000-4999: Books And Supplies D/E/F/G. Supplemental Materials
6,700	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies H. Supplies
4,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures



	I/J/K/L. Online Curriculum and Books
84,060.18	Title I 3000-3999: Employee Benefits A/B. Teacher benefits

## Strategy/Activity 2

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

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

English Learners

### Strategy/Activity

Monitoring program effectiveness:

- A. COA will measure and track the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement
- B. Administrators and ELD teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled in-services as well as staff meetings.
- C. COA will use ELD assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in various meetings at least four times per year.
- D. COA will use ELPAC assessments to determine which intervention level is appropriate for each student. Students that score 1 on ELPAC and all students new to the United States will attend ELD classes 4 times a week for 45 minutes in grades 2-6.
- E. ELD teachers will use supplemental materials and on-line curricula to increase academic growth for EL students.
- F. In grades K-2, push in EL instruction will reinforce the vocabulary and concepts taught in the Nat Geo curriculum. In grades 1-8, pull out ELD instruction will be used to help our newcomers adjust and acquire the language necessary to be successful. Rosetta Stone and other programs are also used to help language acquisition.

### 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)
6,000	LCFF - Supplemental 4000-4999: Books And Supplies A/B/C/F Assessments and Curricula
450,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries D/E. Salaries
280,073.96	LCFF - Supplemental 2000-2999: Classified Personnel Salaries H Para Salaries
805,778.99	LCFF - Supplemental 3000-3999: Employee Benefits H. Classified Benefits

## 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

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

A. COA will promote increasing parental and community participation in LEP programs.

B. Assist parents in helping their children to improve their academic achievement and become active participants in the education of their children.

C. Parents of EL students will serve in ELAC participating in the school's educational program, budget and governance.

D. Parents of EL students will receive a revised Parent/Student Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct.

E. COA conducts regular meeting with parents of EL students to discuss academic achievement.

In addition to one-on-one communication, we send home regular progress reports, and report cards are generated three times a year. The report card format is standards based, narrative, quantitative and qualitative.

F. COA sends home regular communication through our school newsletter, which is produced monthly.

G. Parents are encouraged to volunteer 12 hours annually to assist teachers, chaperone field trips and special administrative staff, and support fundraisers and after school activities.

### 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)

1,500

Title I  
5000-5999: Services And Other Operating Expenditures  
A/B. Parent workshops associated costs

200.00

General Fund  
4000-4999: Books And Supplies  
C. School Site Council and ELAC meetings

65,000

Title I  
2000-2999: Classified Personnel Salaries  
D/F/G. Parent Liaison Salaries

450,000

General Fund  
1000-1999: Certificated Personnel Salaries  
E. Teacher Salaries

1,000.00

Title I  
2000-2999: Classified Personnel Salaries  
A. Parent Liaison Stipend



## Strategy/Activity 4

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

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

English Learners

### Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials:

A. COA will provide high quality PD for ELD staff

B. At least every 6 weeks, ELD teachers will meet to discuss implementation of adopted ELD program. The focus of these discussions will be lesson planning, delivery, and pacing

C. At least every 6 weeks, ELD teachers will meet to discuss curriculum-embedded assessment collaboration.

D. The school provides week at a glance ELD to ensure consistency throughout grades k-6.

E. The school has hired and trained curriculum coaches to help teachers implement curriculum consistent with standards. The coaches will be trained in research-based, proven instructional strategies, and visit school/ classrooms that have had success in such strategies.

F. The school has developed a professional development plan that offers different trainings for staff throughout the school year.

G. Teacher observations by school admin, curriculum coaches and peers will ensure standard alignment.

I. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.

### 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)

200.00

Title IV Part A: Student Support and Academic Enrichment  
5800: Professional/Consulting Services And Operating Expenditures  
A/F/I. PD related costs

1,000

Title II Part A: Improving Teacher Quality  
0001-0999: Unrestricted: Locally Defined  
B/C/D. Stipends

20,000

After School and Education Safety (ASES)  
3000-3999: Employee Benefits  
E. Benefits

5,040

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
G. Extra Hours

113,194.00

After School and Education Safety (ASES)  
2000-2999: Classified Personnel Salaries

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Extended learning time &amp; course offerings:

- A. Provide opportunities for primary language development
- B. COA ES offers an extended learning day by way of an after school program which provides additional instructional time for targeted students
- C. COA offers small group push-in/ pull-out instruction for struggling readers during the school day.
- D. COA maintains at least one reading corner in every building (K-6).
- E. In grades K-2, push in EL instruction will reinforce the vocabulary and concepts taught in the Nat Geo curriculum. In grades 1-8, pull out ELD instruction will be used to help our newcomers adjust and acquire the language necessary to be successful. Rosetta Stone and other programs are also used to help language acquisition.
- F. If a student continues to struggle with academic content, he/she will begin a Student Achievement Plan (SAP), then be referred to the Student Study Team (SST) to ensure the needs of all students are met.
- G. COA will make home visits and/or phone calls to students who have scored Below Basic or Far Below Basic on the Smarter Balanced Assessments or who have been otherwise shown to be struggling.
- I. Administration, coaches, and teachers will hold various data meetings to target struggling students based on current data.
- J. COA will offer summer school program to students.

**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)**

14,000

Title IV Part A: Student Support and Academic Enrichment  
1000-1999: Certificated Personnel Salaries  
A/E. Certificated Salaries

5,000

Title IV Part A: Student Support and Academic Enrichment  
3000-3999: Employee Benefits  
A/E. Benefits

7801.63

Title III Immigrant Education Program  
4000-4999: Books And Supplies  
A/D. Materials

8,500

Title IV Part A: Student Support and Academic Enrichment

	4000-4999: Books And Supplies C. Books
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries G. Home Visits
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries J. Summer School Costs

## Strategy/Activity 6

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 7

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# 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.

English Learner students scored on the low end of the state spectrum. In order to address the achievement gap, the school puts a great emphasis on literacy and academic language development. We provide small group English Development as well specialized reading courses. In the past three school years, we hired new Reading Specialists and Intervention Teachers to further

differentiate instructions. We provide pull out/ push in, small group, and one-on-one re-teaching sessions. Our school offers extended day programs such as After School Academic Tutoring and the after school program which provide tutoring sessions to struggling students as well as extra help with homework for those students who cannot receive that help at home due to language barriers for their parents. We also employ a full-time Student Support Specialist who provides mentoring to students who need extra attention, whether it is academically, behaviorally, or socially struggling students. In grades 6-8 students additionally have access to a full-time Counselor and after school support by subject area teachers.

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

There are minor differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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.

There are no major changes

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Title III: Supporting Immigrant Students and their Families

## LEA/LCAP Goal

COA will provide a rigorous academic program aligned with the Common Core Standards that provides all students with an equal opportunity for educational growth and creativity while preparing them for a productive future

## Goal 4

COA will serve immigrant students while promoting close and constructive parental involvement.

## Identified Need

Parent surveys indicate a need to communicate with parents more often and to have a better way for parents to communicate with the teachers directly. In order to better engage parents, family and community stakeholders as partners in the education process of COA students there is a need to:

- Communicate effectively with parents/ guardians/ stakeholders through various media, meetings, and events
- Increase opportunities for stakeholders to participate in school site activities
- Increase positive interactions between all stakeholders
- Organize educational workshops and forums for parents and community members
- Recognize stakeholders for their contributions
- Promote diversity and multicultural education programs by developing partnerships and collaboration with the global community members and organizations

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Volunteer logged hours * Radio programs schedules * Parent, staff, and community newsletters, newspapers * Calendar, brochures, sign in sheets from various school and community events * Schedule of educational parent workshops offered * Parent liaisons job description and responsibilities	*Establish an effective system for tracking volunteer hours. *Ensure regular broadcast of educational radio shows. 10 times per year *Regular publishing of parent, staff, and community newspapers. Monthly newsletters *Increase opportunities for parental engagement at various school events Currently 8 opportunities.	* Demonstrate at least 1% increase in the number of volunteer hours compared to the previous school year. * Increase the variety of speakers and topics covered during the radio shows. . * Expand the variety of venues for publishing educational and news articles regarding the school community. * Increase opportunities for parental and community engagement at various school events by expanding beyond the immediate local community.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		* Increase the number of parent workshops offered.

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

Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.

A. COA has hired two full-time parent liaisons and a student support specialist. These staff organize parent workshops, set up our parent center, host our weekly radio program, and are resources for parents to call on for any questions. These liaisons also advise parents on adult education opportunities.

B. COA has at least one parent workshop per trimester. These workshops vary slightly year to year but are planned to help support parents understanding of the school and what is necessary for children to succeed.

C. COA hosts a weekly radio program for parents which offers information about school and community specific information and is hosted by our parent liaison.

D. COA has a parent corner available for parents to use in our library. The parent corner contains computer/internet and other multimedia access, as well as reference books.

E. Parents can participate in family nights and workshops that are designed to help familiarize families with curriculum and other important topics that apply to the community.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures A./B. Parent Educational Workshops Cost
1,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures D. Materials and software
57,193.00	Title I

	2000-2999: Classified Personnel Salaries A./B. Parent Liaison salaries
1,000	Title I 5000-5999: Services And Other Operating Expenditures A. Parent Liaison mileage
159.90	Title I 5900: Communications A. Parent Liaison cellular
1,210.00	Title III Immigrant Education Program 7000-7439: Other Outgo A-E. Indirect Support
7,890	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures C. Cost of Radio time
1,200	LCFF - Supplemental 4000-4999: Books And Supplies D. Resources for parent corner

## 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

Support for personnel, including teacher aides who have been specifically trained to provide services to immigrant children and youth.

A. Most of the para-educators and office support staff at COA are bilingual, are trained, and are used regularly for translation, one on one tutoring etc. to support the parents, students and teachers.

B. Our parent liaisons provide support for personnel and an intermediary for teachers, parents and staff. This liaison organizes informal training for teachers and parents through workshops (ie. cultural awareness/ respect, 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)

0.00

#### Source(s)

Title III Part A: Language Instruction for LEP Students  
2000-2999: Classified Personnel Salaries

	A./B. Para-educator, office support staff, parent liaison salaries
0.00	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits A. Para-educator benefits

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth.

A. COA Middle School employs a counselor to assist students.

B. COA has worked with staff and parents to target youth in need of mentoring. Staff members have been asked to work with and support these students throughout the day and year.

#### 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)
83,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries A. Counselor salary
56,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries B. Student Support Specialist Salary

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.

A. COA provides necessary classroom supplies for students. This includes textbooks, software (such as Math Whizz, etc), and technology, etc.

B. COA provides fully functioning color printers to print items needed for GLAD or other strategies that require printed pictures as realia.



### 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)

9,014.50

Source(s)

Title III Immigrant Education Program  
5000-5999: Services And Other Operating Expenditures  
A./B. Costs of supplies (including printers, ink and paper)

### 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

We will provide auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

A. COA will provide a holistic environment addressing students' academic, social, ethical, and emotional needs and providing exercise and highly nutritious meals and snacks through the district food services program.

B. COA will infuse character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service.

C. Community Outreach Academy offers Physical Education and Russian language classes for our students, as well as art, music, and Advanced classes electives.

D. A multi-lingual library will be available for parents, staff and students during and after school.

E. COA provides transportation to school and field trips.

### 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)

0.00

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
E. Field Trips Costs

500

LCFF - Supplemental  
5800: Professional/Consulting Services And Operating Expenditures  
B. Student Assemblies Costs

1,500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries C. Extra Hours
1,000	LCFF - Supplemental 4000-4999: Books And Supplies D. Books and Supplies
0.00	General Fund 5700-5799: Transfers Of Direct Costs A. Student Breakfast & Lunch Costs
30,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures E. Field Trips
15,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures A-E. Advertisement
12,000	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits C. Benefits

## 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

Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.

A. COA hired ELD teachers and para-educators at each site. These teachers pull out newcomer students (who have come to the country within 1-2 years) frequently to teach language and other skills necessary for students to work and succeed in the school system.

B. COA works within the class to scaffold instruction for our newcomer/immigrant children. Our ELD teachers at the K-2 levels comes into the classroom to teach and clarify connections between languages. Our teachers also emphasize cultural education and civics through our selected 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)

82,093.44

Source(s)

Title III

	1000-1999: Certificated Personnel Salaries B. Teacher salaries
153,000	Title I 1000-1999: Certificated Personnel Salaries B. Teacher salaries
111,500	Title I 3000-3999: Employee Benefits B. Benefits
4,383.63	Title III Immigrant Education Program 4000-4999: Books And Supplies B. Supplies

## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

A. Our parent liaisons and other staff help parents connect to community services as needed throughout the year.

B. Maintain parent liaisons Salaries.

C. COA coordinates opportunities for community involvement through activities such as:

i. Sport and Safety Fair Participation;

ii. International Children's Festival involvement;

iii. Guest presenters at Parent Workshops (ie: health representatives);

iv. Partnership with Sheriff's Department;

v. College and Career Fair, etc.

D. COA connects with the community and has outside speakers in on varied subjects speak on the weekly radio program.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

480,000

#### Source(s)

General Fund  
2000-2999: Classified Personnel Salaries  
A. Staff Salaries and Stipends

1,500

General Fund  
4000-4999: Books And Supplies  
B. Various incidental expenses for set up (ie: refreshments, etc.)

8,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures C. Costs of radio time
5,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries D. Extra Hours Pay

## 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 school offers a rigorous academic program striving to meet the needs of all of our students. As a result, we offer differentiated instruction in our regular, intervention, English Language Development, home language development, as well as enrichment classes. Because the majority of our students are Russian speaking, we integrate their native heritage into our curriculum, which is of great value to them and their families. This year, we have reviewed our Russian Language curriculum and ordered new, board approved, Russian Literature and Writing materials for all classes grades K-8. We understand that the knowledge of their native language will aid our students in learning the English language and have a deeper understanding of how languages differ and how they are similar. We expect that this new curriculum will help our students have a deeper understating and appreciation for their native language. It greatly encourages our parents and families that the students' native language is not forgotten and that we are taking all steps needed to preserve as much of their culture as possible.

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

There are minor differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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.

COA continues to find more ways and resources to engage our parents, community members, and stakeholders. The goal remains unchanged.

# 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	\$522,773.27
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,300,441.92

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$788,547.03
Title II Part A: Improving Teacher Quality	\$80,735.43
Title III	\$82,093.44
Title III Immigrant Education Program	\$22,409.76
Title III Part A: Language Instruction for LEP Students	\$0.00
Title IV Part A: Student Support and Academic Enrichment	\$34,400.00

Subtotal of additional federal funds included for this school: \$1,008,185.66

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 (\$)
After School and Education Safety (ASES)	\$133,194.00
General Fund	\$1,074,690.00
LCFF - Supplemental	\$4,016,097.38
Lottery: Instructional Materials	\$68,274.88

Subtotal of state or local funds included for this school: \$5,292,256.26

Total of federal, state, and/or local funds for this school: \$6,300,441.92

# 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
After School and Education Safety (ASES)	133,194.00
General Fund	1,074,690.00
LCFF - Supplemental	4,016,097.38
Lottery: Instructional Materials	68,274.88
Title I	788,547.03
Title II Part A: Improving Teacher Quality	80,735.43
Title III	82,093.44
Title III Immigrant Education Program	22,409.76
Title III Part A: Language Instruction for LEP Students	0.00
Title IV Part A: Student Support and Academic Enrichment	34,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	1,801,238.21
2000-2999: Classified Personnel Salaries	2,572,728.15
3000-3999: Employee Benefits	1,072,418.22
4000-4999: Books And Supplies	359,737.51
5000-5999: Services And Other Operating Expenditures	167,150.30
5700-5799: Transfers Of Direct Costs	0.00
5800: Professional/Consulting Services And Operating Expenditures	321,799.63

5900: Communications	159.90
7000-7439: Other Outgo	1,210.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	113,194.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	20,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	General Fund	457,090.00
2000-2999: Classified Personnel Salaries	General Fund	558,000.00
4000-4999: Books And Supplies	General Fund	15,900.00
5000-5999: Services And Other Operating Expenditures	General Fund	40,700.00
5700-5799: Transfers Of Direct Costs	General Fund	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	932,959.77
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,655,841.25
3000-3999: Employee Benefits	LCFF - Supplemental	805,778.99
4000-4999: Books And Supplies	LCFF - Supplemental	245,826.31
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	88,752.45
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	286,938.61
4000-4999: Books And Supplies	Lottery: Instructional Materials	60,861.11
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	7,413.77
1000-1999: Certificated Personnel Salaries	Title I	308,555.00
2000-2999: Classified Personnel Salaries	Title I	245,692.90
3000-3999: Employee Benefits	Title I	229,639.23
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

5900: Communications	Title I	159.90
0001-0999: Unrestricted: Locally Defined	Title II Part A: Improving Teacher Quality	1,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	6,540.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	12,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	9,764.83
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	18,769.58
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	32,661.02
1000-1999: Certificated Personnel Salaries	Title III	82,093.44
4000-4999: Books And Supplies	Title III Immigrant Education Program	12,185.26
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	9,014.50
7000-7439: Other Outgo	Title III Immigrant Education Program	1,210.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	0.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	0.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	14,000.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	5,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	15,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,476,329.11
Goal 2	348,047.43
Goal 3	3,037,536.14
Goal 4	1,125,144.47
Goal 5	313,384.77



# 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
Scott Jonard	Principal
Daniella Manzyuk	Other School Staff
Amanda Tucker	Classroom Teacher
Amanda Tringali	Classroom Teacher
Paul Donahue	Classroom Teacher
Dmitry Misik	Parent or Community Member
Tanya Kravchuk	Parent or Community Member
Katie Tokar	Parent or Community Member
Katie Romanovich	Parent or Community Member
Ecaterina Vovc	Parent or Community Member

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