



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Lydiksen Elementary School
Address	7700 Highland Oaks Drive Pleasanton, CA 94588
County-District-School (CDS) Code	01 75101 6001416
Principal	Jacob Berg
District Name	Pleasanton Unified School District
SPSA Revision Date	April 1, 2019
Schoolsite Council (SSC) Approval Date	April 29, 2019
Local Board Approval Date	May 21, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision

Our students will make a better world.

Mission

Lydiksen Elementary School will provide a safe, supportive and innovative learning environment to meet the needs of all students and to instill a lifelong passion for learning.

School Profile

Lydiksen Elementary School's mission is to provide a safe, supportive and innovative learning environment to meet the needs of all students and to instill a lifelong passion for learning. Our students will make a better world.

Lydiksen Elementary School continues its commitment to high academic expectations and a strong character education program. We provide a quality learning environment for student achievement and balancing academic success with individual personal growth for our students. Our goal is to provide a caring community, ripe with a knowledgeable staff, parent support and ongoing partnerships with the community to ensure the success of every student. The Lydiksen staff works diligently to produce comprehensive, challenging and balanced curriculum based on California state standards to ensure that students meet or exceed grade level standards and expectations. Our school fosters student learning in a safe, nurturing environment that promotes positive character development and self-respect. We teach, reinforce, model and practice positive social and ethical behaviors daily.

Lydiksen Elementary School is located in northwestern Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. For the 2018-19 school year, 675 students are enrolled in grades TK-5, including 11.7 who were identified as special education, 13.5 percent who were identified as English learners, and 6.4 percent who were identified as socioeconomically disadvantaged. About 44.3 percent of students were identified as Asian, 42.2 percent were identified as white, 8.4 percent were identified as Hispanic, 3.7 percent were identified as Filipino, 1.1 percent were identified as African-American, and 0.3 percent were identified as Pacific Islander.

Our caring and skilled staff consists of 31 classroom teachers, multiple specialists (P.E., science, music), and several special education staff members, along with administrative and school support staff. We work together to equip students to become socially responsible citizens who can interact with all sources of information. A particular focus at Lydiksen is increasing students' skills to effectively utilize technology. Students participate in engaging lessons in all classrooms, researching, creating, and presenting their knowledge using a variety of formats, with an emphasis on the use of technology.

Lydiksen was named a California Distinguished School in 1995, 2004, 2008, and 2018; a California Gold Ribbon School in 2016; and a National School of Character in 2002.

Lydiksen is well known as a caring place for families. Parents are very involved in many aspects of our school, from membership in the Lydiksen Parent Faculty Club, to volunteering in classrooms, to coordinating school-wide activities such as the family movie night, the annual fun run, and school fund raisers. We work to increase parents' knowledge and skills through our English Learners Advisory Committee and School Smarts parent academy, as well as through the School Site Council and the casual "meet with the principal" events held several times a year.

The Lydiksen campus, which opened in 1968, is scheduled to undergo a \$30 million modernization and rebuild during the next several years as part of a district bond measure that was passed in November 2016. Areas of focus for the modernization and rebuild will include replacing older buildings, making improvements to help with traffic and parking, and upgrading technology through the school. George C. Lydiksen was a visionary leader known for his hard work and generosity, and his values persist in the school that bears his name. Our students operate under the principles "be respectful, be responsible, be safe," and these three ideals are promoted and rewarded by all staff, helping students develop good citizenship as well as academic success.

Lydiksen's Single Plan for Student Achievement emphasizes the continuation of collaborative and engaging opportunities that empower our students to be the best that they can be. The Lydiksen staff continues to assess each student regularly to assist in developing teaching strategies that address student needs to assure that all students have the best opportunity to learn and grow, socially, emotionally and academically. Our parent community is invaluable. High academic expectations, parent involvement and school-to-home communication creates a powerful partnership. School

volunteers, successful fund raising, special projects, and strong leadership from staff and parents enhances the wide variety of school activities we enjoy at Lydiksen. Lydiksen exemplifies community effort committed to excellence and continues to be a place where students are the priority.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	%	3	2	
African American	1.9%	1.4%	0.96%	13	9	6
Asian	35.1%	37.9%	42.36%	242	249	266
Filipino	2.8%	2.7%	2.39%	19	18	15
Hispanic/Latino	8.7%	8.5%	8.44%	60	56	53
Pacific Islander	0.4%	0.2%	0.32%	3	1	2
White	44.2%	42.5%	40.13%	305	279	252
Multiple/No Response	6.5%	%	%	45		
Total Enrollment				690	657	628

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	105	103	105
Grade 1	103	104	102
Grade 2	105	104	106
Grade3	108	106	104
Grade 4	131	104	105
Grade 5	138	136	106
Total Enrollment	690	657	628

Conclusions based on this data:

1. Enrollment data shows that the percentage of Asian students continues to grow each of the past three years, with more than 42 percent of total enrollment in 2017-18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	80	82	78	11.6%	12.5%	12.4%
Fluent English Proficient (FEP)	101	112	113	14.6%	17.0%	18.0%
Reclassified Fluent English Proficient (RFEP)	14	24	28	18.7%	30.0%	34.1%

Conclusions based on this data:

1. English Learner data shows that the number and percentage of EL students is very consistent during the past three years, about 12 percent of total enrollment during those years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	106	110	104	105	107	104	105	107	95.4	99.1	97.3
Grade 4	129	105	105	127	102	104	127	102	104	98.4	97.1	99
Grade 5	144	137	106	139	134	105	139	134	105	96.5	97.8	99.1
All Grades	382	348	321	370	341	316	370	341	316	96.9	98	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2487.	2496.	2488.	50	60.00	54.21	30	24.76	27.10	11	6.67	11.21	10	8.57	7.48
Grade 4	2523.	2524.	2545.	52	50.00	63.46	21	23.53	16.35	13	13.73	11.54	14	12.75	8.65
Grade 5	2551.	2544.	2553.	47	41.79	46.67	25	30.60	25.71	12	13.43	12.38	16	14.18	15.24
All Grades	N/A	N/A	N/A	49	49.85	54.75	25	26.69	23.10	12	11.44	11.71	14	12.02	10.44

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	41	49.52	53.27	49	39.05	39.25	10	11.43	7.48	
Grade 4	46	50.98	59.62	39	39.22	32.69	14	9.80	7.69	
Grade 5	46	38.81	48.57	39	44.78	37.14	15	16.42	14.29	
All Grades	45	45.75	53.80	42	41.35	36.39	13	12.90	9.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	54.29	46.73	46	37.14	39.25	11	8.57	14.02
Grade 4	46	47.06	58.65	43	43.14	31.73	11	9.80	9.62
Grade 5	46	52.99	54.29	35	35.07	29.52	19	11.94	16.19
All Grades	45	51.61	53.16	41	38.12	33.54	14	10.26	13.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	45.71	41.12	63	49.52	51.40	3	4.76	7.48
Grade 4	32	39.22	40.38	58	50.98	55.77	9	9.80	3.85
Grade 5	32	32.84	32.38	58	56.72	54.29	10	10.45	13.33
All Grades	32	38.71	37.97	60	52.79	53.80	8	8.50	8.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	56.19	44.86	44	34.29	48.60	7	9.52	6.54
Grade 4	50	44.12	50.00	40	42.16	42.31	10	13.73	7.69
Grade 5	51	46.27	54.29	37	38.06	29.52	12	15.67	16.19
All Grades	50	48.68	49.68	40	38.12	40.19	10	13.20	10.13

Conclusions based on this data:

1. About 78 percent of all students in grades 3-5 met or exceeded ELA standards on the CAASPP, up from about 77 the previous year.
2. About 54 percent of all students in grades 3-5 were above standard in reading on the CAASPP, up from about 46 percent the previous year.
3. About 53 percent of all students in grades 3-5 were above standard in writing on the CAASPP, up from about 52 percent the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	106	110	104	105	108	104	105	108	95.4	99.1	98.2
Grade 4	129	105	105	127	103	104	127	103	104	98.4	98.1	99
Grade 5	144	137	106	139	135	105	139	135	105	96.5	98.5	99.1
All Grades	382	348	321	370	343	317	370	343	317	96.9	98.6	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2484.	2498.	2488.	45	58.10	45.37	29	26.67	34.26	17	7.62	10.19	9	7.62	10.19
Grade 4	2530.	2530.	2550.	48	46.60	58.65	27	30.10	28.85	18	13.59	6.73	7	9.71	5.77
Grade 5	2548.	2559.	2561.	48	50.37	47.62	14	21.48	22.86	22	14.07	15.24	17	14.07	14.29
All Grades	N/A	N/A	N/A	47	51.60	50.47	22	25.66	28.71	19	11.95	10.73	11	10.79	10.09

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	58	67.62	62.04	26	23.81	24.07	16	8.57	13.89	
Grade 4	64	61.17	74.04	21	21.36	17.31	15	17.48	8.65	
Grade 5	52	60.00	58.10	26	21.48	22.86	22	18.52	19.05	
All Grades	58	62.68	64.67	24	22.16	21.45	18	15.16	13.88	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	65.71	54.63	39	26.67	31.48	10	7.62	13.89
Grade 4	47	46.60	59.62	40	38.83	33.65	13	14.56	6.73
Grade 5	42	45.19	48.57	32	37.04	37.14	25	17.78	14.29
All Grades	46	51.90	54.26	37	34.40	34.07	16	13.70	11.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	62.86	61.11	41	30.48	29.63	7	6.67	9.26
Grade 4	50	50.49	56.73	39	34.95	37.50	11	14.56	5.77
Grade 5	37	44.44	43.81	42	37.04	39.05	21	18.52	17.14
All Grades	45	51.90	53.94	41	34.40	35.33	14	13.70	10.73

Conclusions based on this data:

1. About 79 percent of all students in grades 3-5 met or exceeded math standards on the CAASPP, up from about 77 percent the previous year.
2. About 54 percent of all students in grades 3-5 were above standard in problem solving on the CAASPP, up from about 52 percent the previous year.
3. About 54 percent of all students in grades 3-5 were above standard in communicating reasoning on the CAASPP, up from about 52 percent the previous year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1432.9	1442.0	1412.0	34
Grade 1	1484.1	1476.7	1490.9	29
Grade 2	1535.6	1535.1	1535.9	18
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				93

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	38.24	*	*	*	*	*	*	34
Grade 1	18	62.07	*	*	*	*	*	*	29
Grade 2	13	72.22	*	*			*	*	18
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*							*
Grade 5	*	*	*	*	*	*			*
All Grades	49	52.69	23	24.73	12	12.90	*	*	93

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	38.24	*	*	*	*	*	*	34
Grade 1	18	62.07	*	*	*	*	*	*	29
Grade 2	13	72.22	*	*			*	*	18
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*			*	*			*
All Grades	53	56.99	20	21.51	*	*	*	*	93

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	41.18	*	*	14	41.18	*	*	34
Grade 1	17	58.62	*	*	*	*	*	*	29
Grade 2	12	66.67	*	*	*	*	*	*	18
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*							*
Grade 5	*	*	*	*	*	*			*
All Grades	47	50.54	17	18.28	21	22.58	*	*	93

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	61.76	11	32.35	*	*	34
Grade 1	21	72.41	*	*	*	*	29
Grade 2	14	77.78	*	*	*	*	18
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5			*	*			*
All Grades	59	63.44	27	29.03	*	*	93

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	19	55.88	*	*	34
Grade 1	16	55.17	*	*	*	*	29
Grade 2	14	77.78	*	*	*	*	18
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	48	51.61	32	34.41	13	13.98	93

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	22	64.71	*	*	34
Grade 1	20	68.97	*	*	*	*	29
Grade 2	12	66.67	*	*	*	*	18
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5			*	*			*
All Grades	43	46.24	43	46.24	*	*	93

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	52.94	11	32.35	*	*	34
Grade 1	15	51.72	11	37.93	*	*	29
Grade 2	12	66.67	*	*	*	*	18
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	51	54.84	33	35.48	*	*	93

Conclusions based on this data:

1. More than 80 K-2 students were administered the ELPAC.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
628	6.4%	12.4%	0.2%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	12.4%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	40	6.4%
Students with Disabilities	69	11.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
Asian	266	42.4%
Filipino	15	2.4%
Hispanic	53	8.4%
Two or More Races	34	5.4%
Pacific Islander	2	0.3%
White	252	40.1%






Conclusions based on this data:

1. Enrollment data shows that the percentage of Asian students continues to grow each of the past three years, with more than 42 percent of total enrollment in 2017-18.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Academic performance in ELA and math were both high (in blue).
2. Academic engagement in chronic absenteeism was low (in orange).

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 60.3 points above standard Increased 7.6 points 304 students	<p>English Learners</p>  Blue 50.3 points above standard Increased 13.2 points 50 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 10.9 points below standard Increased 14.1 points 20 students	<p>Students with Disabilities</p>  Yellow 58.8 points below standard Increased 13.9 points 48 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Blue 90.7 points above standard Increased 21.7 points 112 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 15.8 points above standard Increased 7.9 points 28 students	 No Performance Color 64.9 points above standard Increased 5.6 points 19 students	 No Performance Color 0 Students	 Green 47.7 points above standard Declined -3.1 points 135 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10 students	79.9 points above standard Increased 16.5 points 40 students	55.3 points above standard Increased 4.6 points 222 students

Conclusions based on this data:

1. Academic performance in ELA was high overall, with an increase of almost 8 points for the more than 300 students who tested.
2. Academic performance in ELA was low overall for students with disabilities, though there was an increase of almost 14 points for the almost 50 students who tested.

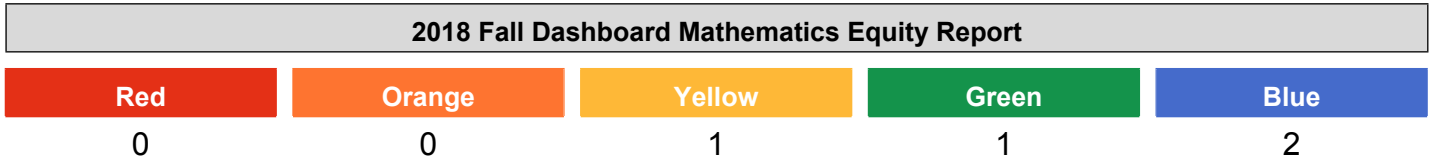
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 51 points above standard Increased 3.6 points 304 students	<p>English Learners</p>  Blue 55 points above standard Increased 15.8 points 50 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 46.4 points below standard Declined -4.8 points 21 students	<p>Students with Disabilities</p>  Yellow 52.3 points below standard Increased 8.4 points 48 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Blue 85 points above standard Increased 16.6 points 112 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.3 points below standard Maintained -0.3 points 28 students	 No Performance Color 37.6 points above standard Declined -10.4 points 19 students	 No Performance Color 0 Students	 Green 42.6 points above standard Declined -3.2 points 134 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10 students	78.2 points above standard Increased 17.7 points 40 students	42.6 points above standard Maintained 0.9 points 222 students

Conclusions based on this data:

1. Academic performance in math was high overall, with an increase of almost 4 points for the more than 300 students who tested.
2. Academic performance in math was low overall for students with disabilities, though there was an increase of almost 8 points for the almost 50 students who tested.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
93	52.7%	24.7%	12.9%	9.7%

Conclusions based on this data:

1. More than half of the English Learner students are at Level 4, Well Developed.

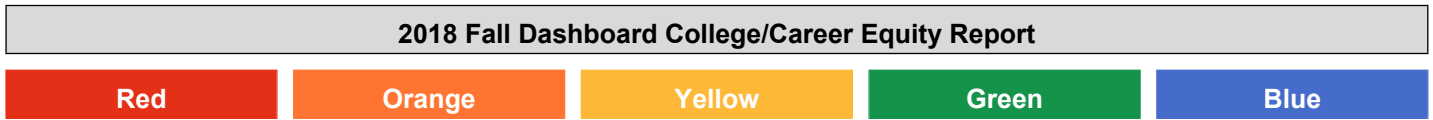
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

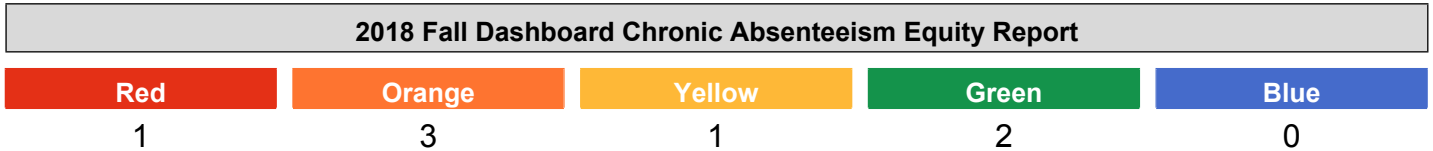
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 5.4% chronically absent Increased 0.6% 699 students	 Orange 12.3% chronically absent Increased 9% 106 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Red 28.8% chronically absent Increased 13.6% 52 students	 Orange 14.8% chronically absent Increased 4.2% 88 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 5.3% chronically absent Increased 1.2% 319 students	 No Performance Color 5.3% chronically absent Increased 5.3% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Declined 4.8% 53 students	 Green 2.8% chronically absent Declined 3.9% 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 5% chronically absent Increased 1.4% 261 students

Conclusions based on this data:

1. Academic engagement in chronic absenteeism was low overall, with more than 5 percent chronically absent.
2. Academic engagement in chronic absenteeism was especially low for English Learner students, with more than 12 percent chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

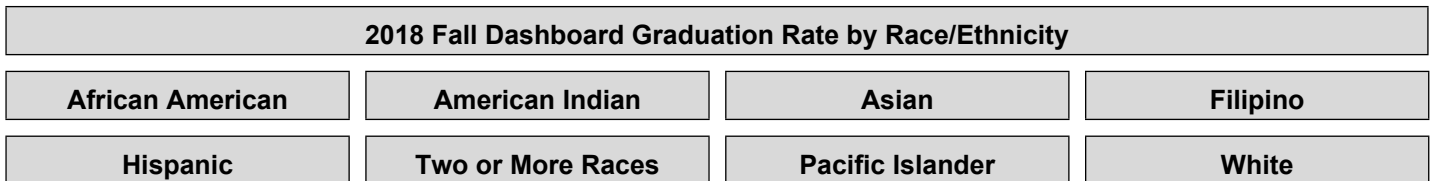
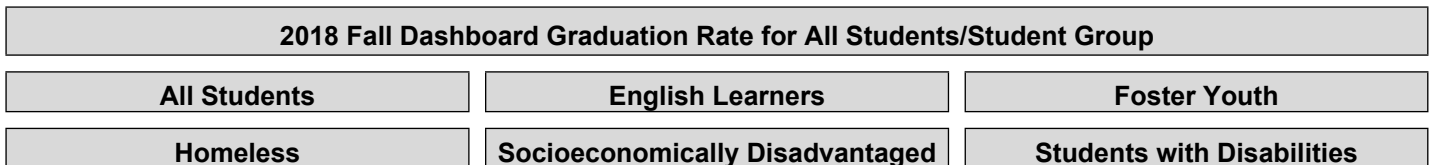
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

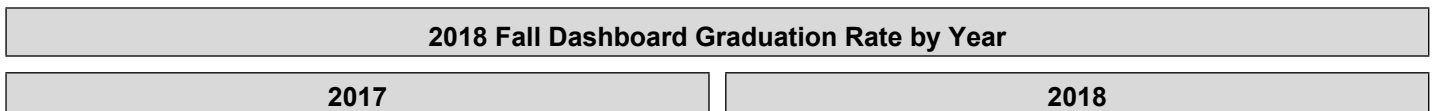
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

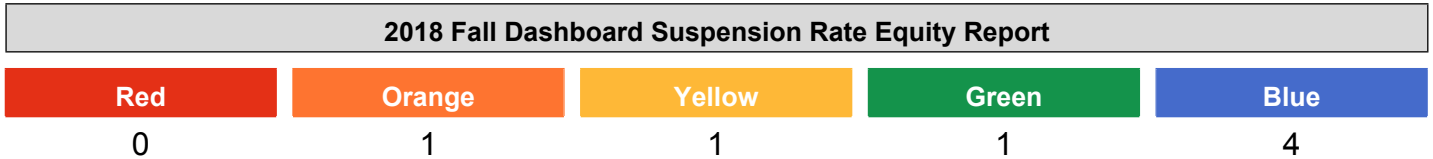
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.3% suspended at least once Maintained 0.1% 724 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 111 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.9% suspended at least once Maintained -0.2% 54 students	<p>Students with Disabilities</p>  Orange 2.2% suspended at least once Increased 1.1% 91 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 332 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 55 students	 Blue 0% suspended at least once Maintained 0% 39 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 0.4% suspended at least once Increased 0.4% 268 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	0.1% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

1. Suspension rates were low overall, with 0.3 percent suspended at least once.
2. Suspension rates were low overall the past three years, with less than 1 percent suspended each year.
3. About 2 percent of socioeconomically disadvantaged students and students with disabilities were suspended in 2017-18.

Annual Review and Update

SPSA Year Reviewed: 2017-18

District Organizational Goal

Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.

Local Control Accountability Goal

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

School Site Goal 1

By June 2020, student academic achievement will increase 3% or more in language arts and math as measured by district and state assessments as TK-5 teachers and staff integrate innovative technologies, continue to implement curriculum in the areas of language arts and math, provide intervention to targeted students, and integrate lessons and performance tasks at greater depths of knowledge.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Districtwide assessments:	Student academic achievement will increase 3% or more in language arts and math.	More than 90 percent of students in grades 3-5 were proficient on end-of-year reading assessments in 2017-18.
Pupil Achievement: Statewide assessments:	Student academic achievement will increase 3% or more in language arts and math.	About 78 percent of all students in grades 3-5 met or exceeded ELA standards on the CAASPP, up from about 77 the previous year.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.1 TECHNOLOGY: Continue to utilize technology tools to enhance instruction and engagement, create collaboration opportunities, and increase student technology skill levels	Staff attended summit.	Google Apps for Education Summit 5000-5999: Services And Other Operating Expenditures Educator Effectiveness Program (EEP) Funds 498	Google Apps for Education Summit 5000-5999: Services And Other Operating Expenditures Other 498
1.2 CURRICULUM: Implement curriculum using the district-adopted materials	Staff implemented curriculum.	District Instructional Coaches (subs - release time) None Specified District Funded Resource 0	District Instructional Coaches (subs - release time) None Specified District Funded Resource 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.3 TARGET STUDENTS: Identify target students using multiple data points and develop plans and appropriate intervention to support their progress</p>	<p>Target students were identified and interventions were put in place.</p>	<p>District Instructional Coaches (subs - release time) None Specified District Funded Resource 0</p> <p>Professional development (district and site) None Specified District Funded Resource 0</p> <p>Extended Day Program None Specified LCAP Supplemental Before & After School Tutoring Funds 0</p> <p>District-provided personnel 1000-1999: Certificated Personnel Salaries District Funded Resource 0</p>	<p>District Instructional Coaches (subs - release time) None Specified District Funded Resource 0</p> <p>Professional development (district and site) None Specified District Funded Resource 0</p> <p>Extended Day Program None Specified LCAP Supplemental Before & After School Tutoring Funds 0</p> <p>District-provided personnel 1000-1999: Certificated Personnel Salaries District Funded Resource 0</p>
<p>1.4 ENGLISH LEARNERS: All English Learner students will advance one performance level on their annual EL assessment</p>	<p>Many students advanced one performance level.</p>	<p>Professional development (district and site) None Specified District Funded Resource 0</p> <p>District-provided personnel 2000-2999: Classified Personnel Salaries District Funded Resource 0</p>	<p>Professional development (district and site) None Specified District Funded Resource 0</p> <p>District-provided personnel 2000-2999: Classified Personnel Salaries District Funded Resource 0</p>
<p>1.5 PROFESSIONAL DEVELOPMENT: Conferences, workshops and trainings as needed</p>	<p>Staff attended conferences, workshops and trainings.</p>	<p>California State Music Educators Conference 5000-5999: Services And Other Operating Expenditures Educator Effectiveness Program (EEP) Funds 190</p>	<p>California State Music Educators Conference 5000-5999: Services And Other Operating Expenditures Other 190</p>

Analysis

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

Staff attended professional development opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Measurable outcomes show growth in both math and ELA assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Goal was updated and revised for 2019.

Annual Review and Update

SPSA Year Reviewed: 2017-18

District Organizational Goal

Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.

Local Control Accountability Goal

We will optimize student learning by utilizing innovative technologies.

School Site Goal 2

Students will be encouraged and empowered to develop the six “Community of Character” traits and three school rules. Student involvement in leadership roles, community service programs, and other related activities will increase by at least 5 percent from 2017-2020. Students in all classrooms will continue participating in district-wide character education program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate: Student suspension rates	Student involvement in activities at the site will increase; student behavioral referrals and suspensions will decrease.	Student involvement in activities increased; student behavioral referrals and suspensions decreased.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 CHARACTER EDUCATION: Develop character traits through assemblies, Second Step lessons, and focus on character education	Assemblies and lessons were delivered.	NA None Specified Other 0	NA None Specified Other 0
2.2 STUDENT LEADERSHIP: Provide activities and other leadership opportunities for students	Activities and opportunities were provided.	NA None Specified Other 0	NA None Specified Other 0
2.3 COMMUNITY: Provide outreach to underserved students and their families	School community connected with families.	NA None Specified Other 0	NA None Specified Other 0

Analysis

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

Student activities were implemented and facilitated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students - particularly in grades 3-5 - attended many activities, usually during lunch breaks.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Goal was updated and revised for 2019.

Annual Review and Update

SPSA Year Reviewed: 2017-18

District Organizational Goal

Improve Multi-Tiered Systems of Supports, including appropriate interventions and enrichments.

Local Control Accountability Goal

Every student will feel safe, respected, and enjoy positive connections.

School Site Goal 3

Student achievement will increase in a safe and positive learning environment that emphasizes the three school rules and six Pleasanton community of character traits. Student behavior will continue to improve as evidenced by the type and severity of major behavior incident reports. Student safety will be maintained by timely resolution of facilities requests. Staff and students will appropriately participate in monthly emergency drills (fire, earthquake, and intruder) as evidenced by observation of behavior and log of drills.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate: Student suspension rates	All staff will participate in monthly drills. Facilities requests will be submitted and resolved in a timely fashion.	All staff participated in monthly drills. Facilities requests were submitted and resolved in a timely fashion.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 BEHAVIOR: Instruct students in school and classroom rules and procedures, and use preventative and disciplinary measures to encourage positive behavior	Assemblies and lessons were delivered.	PBIS Training (substitute teachers) None Specified District Funded Resource 0	PBIS Training (substitute teachers) None Specified District Funded Resource 0
3.2 FACILITIES: Submit needed repairs or hazards online	Facilities and maintenance requests were submitted.	NA None Specified Other 0	NA None Specified Other 0
3.3 SAFETY PLAN: Update emergency plan, train staff in procedures and their respective roles, and conduct monthly drills	Plan was updated, and training and drills took place.	NA None Specified Other 0	NA None Specified Other 0
3.4 SAFETY SUPPLIES: Inventory and re-stock	Inventory of supplies was evaluated.	Safety supplies 4000-4999: Books And	Safety supplies 4000-4999: Books And

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
school emergency and safety supplies		Supplies Discretionary Funds 1,000	Supplies Discretionary Funds 0

Analysis

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

Students were instructed on behavioral expectations, the disaster plan was updated, and work orders were submitted regularly.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Lydiksen is a safe place for students to learn.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Goal was updated and revised for 2019.

Annual Review and Update

SPSA Year Reviewed: 2017-18

District Organizational Goal

Strengthen District Board Policies and Administrative Regulations, which will ensure clarity of direction for staff.

Local Control Accountability Goal

All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS (Common Core State Standards).

School Site Goal 4

Our highly qualified teachers will have multiple opportunities to receive training and support in various subjects, including curriculum development, positive behavioral interventions and support, classroom management, and teaching methodologies. Staff will indicate their areas of training need and alert administration to potential professional development activities. Administration will facilitate attendance at staff development activities in areas of need indicated by the staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Statewide assessments:	Staff will have an opportunity to receive training and professional development.	Staff had an opportunity to receive training and professional development.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
4.1 DISTRICT: All certificated staff will attend staff development sessions presented by the district administration team	Staff attended PD sessions, both mandated and optional.	Professional development (district) None Specified District Funded Resource 0	Professional development (district) None Specified District Funded Resource 0
4.2 PBIS: Solicit staff volunteers for PBIS team, attend district training presentations, conduct monthly site PBIS meetings, develop site PBIS plan	PBIS team met monthly, and PBIS plan was developed and shared with staff and community.	Hourly pay for staff None Specified District Funded Resource 0	Hourly pay for staff None Specified District Funded Resource 0
4.3 SITE: Create staff development activities for collaboration days (administrative-led), seeking outside presenters where appropriate	Staff development activities were developed.	Professional development (site) None Specified Other 0	Professional development (site) None Specified Other 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
4.4 OUTSIDE PD: Provide opportunities for staff to attend outside staff development activities (workshops, trainings)	PD opportunities were available to staff.	Professional development None Specified Other 0	Professional development None Specified Other 0

Analysis

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

Staff received training in various areas and subjects.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The PBIS team in particular was effecting in meeting and helping this program move forward.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Goal was updated and revised for 2019.

Annual Review and Update

SPSA Year Reviewed: 2017-18

District Organizational Goal

Build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce.

Improve overall customer service and stakeholder perceptions of the District and of each school.

Local Control Accountability Goal

Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control Accountability Plan so that they can provide support for their children as they learn the CCSS and NGSS standards in the 21st Century classroom.

School Site Goal 5

As an integral part of the education of our students, parents will have multiple opportunities for involvement in our school, and will receive timely communications about school and student activities. Lydiksen will provide varied training opportunities for parents. The percentage of parents involved in our school activities will increase by 5 percent.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parental Involvement: Promotion of parental participation	Students' families will receive timely communication about activities and events at the school.	Students' families received timely communication about activities and events at the school.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.1 COMMUNICATION: Teachers will receive training in effective communication practices, and will receive timely communications to pass on to parents	Communication was shared with community.	NA None Specified Other 0	NA None Specified Other 0
5.2 PARENT TRAINING: All parents will be invited to attend the School Smarts Parent Academy Parent Engagement Night and KidPower workshops, among other activities	Parent engagement opportunities were available at the site and district level.	School Smarts costs 4000-4999: Books And Supplies Donations 1,500	School Smarts costs 4000-4999: Books And Supplies Donations 1,500
		Facilitator Training (Substitute Teachers) None Specified District Funded Resource 0	Facilitator Training (Substitute Teachers) None Specified District Funded Resource 0
		KidPower workshops None Specified Other 0	KidPower workshops None Specified Other 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.3 ENGLISH LEARNER FAMILIES: English Learner Advisory Council agendas and meeting minutes will be sent via district email to all parents of EL students before and after each meeting	ELAC information was shared directly with all EL parents.	NA None Specified Other 0	NA None Specified Other 0

Analysis

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

Families received consistent communication from the school, and the School Smart program was facilitated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Family attendance was up at all events, especially the spring celebration recognizing the 50th birthday for the school. The School Smarts program resulted in the parents creating the weekly Math Magic activity for students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Goal was updated and revised for 2019.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was shared with the Lydiksen school site council at the start of the 2018-19 school year. The SSC also reviewed information from the SPSA during meetings and gave input/feedback on goals.

The SPSA was shared with the Lydiksen ELAC at the start of the 2018-19 school year. The ELAC also reviewed information from the SPSA during meetings and gave input/feedback on goals.

The SPSA was shared with the Lydiksen school staff at the end of the 2017-18 school year and the start of the 2018-19 school year. The staff also reviewed information from the SPSA during meetings and gave input/feedback on goals.

Theory of Action

IF all students engage in challenging and collaborative activities at Depth of Knowledge levels 3 and 4, THEN student collaboration, understanding, reasoning, and achievement will increase.

Goals, Strategies, & Proposed Expenditures

Goal 1

District Organizational Goal

Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.

Local Control Accountability Goal

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

School Site Goal

Teachers and staff will provide intervention to targeted students, continue to implement curriculum in all areas, and integrate lessons and activities at greater depths of knowledge.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	About 78 percent of all students in grades 3-5 met or exceeded ELA standards on the CAASPP; about 79 percent of all students in grades 3-5 met or exceeded math standards on the CAASPP.	We expect students to continue to show improvement in ELA and math.
Pupil Achievement: Districtwide assessments:	Most students are showing proficiency in ELA and math.	We expect students to continue to show improvement in ELA and math.

Planned Strategies/Activities

Strategy/Activity 1

1.1 TARGET STUDENTS: Identify target students using multiple data points and develop plans and appropriate intervention to support their progress.

Students to be Served by this Strategy/Activity

Target students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
All staff

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCAP Supplemental Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Solution Tree PLC at Work Institute (and travel expenses to San Jose)
Amount	5,500
Source	LCAP Supplemental Before & After School Tutoring Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Extended Day Program for targeted students in grades 3-5
Amount	6,100
Source	LCAP Supplemental Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teachers for team collaboration time, data talks, and planning

Strategy/Activity 2

1.2 CURRICULUM: Implement curriculum using the district-adopted materials.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
Grade TK-5 staff
Instructional coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded Resource
Budget Reference	None Specified
Description	Curriculum materials

Strategy/Activity 3

1.3 STUDENT LEADERSHIP: Provide extra and enriching opportunities for students during the school day that includes clubs, leadership and other activities outside of the classroom, specifically - but not limited - student announcers, coding club, safety valets, and others.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Activities for students during the school day

Strategy/Activity 4

1.4 ENGLISH LEARNERS: All English Learner students will be identified and supported as needed in the classroom and during universal access time.

Students to be Served by this Strategy/Activity

English Learner students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
Grades TK-5 staff
Instructional coaches
Specialists

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Professional development (district and site)

Strategy/Activity 5

1.5 PROFESSIONAL DEVELOPMENT: Provide conferences, workshops and trainings to staff as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	472.25
Source	Discretionary Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	California State Music Educators Conference (and travel expenses to San Jose)
Amount	582.24
Source	Discretionary Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	2018 Area Conference on Science Education (and travel expenses to Reno)
Amount	1,300
Source	LCAP Supplemental Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	2019 National Association of Elementary School Principals Conference (and travel expenses to Spokane)

Goals, Strategies, & Proposed Expenditures

Goal 2

District Organizational Goal

Ensure ongoing implementation of research-based assessment strategies that focus on student academic growth and are leveraged to help close achievement and opportunity gaps.

Local Control Accountability Goal

We will optimize student learning by utilizing innovative technologies.

School Site Goal

Teachers and staff will integrate innovative technologies into daily lessons and activities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	Teachers, staff and students are using innovative technologies.	Teachers, staff and students will use innovative technologies daily to enhance student learning.

Planned Strategies/Activities

Strategy/Activity 1

2.1 TECHNOLOGY: Provide needed technology for students.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
All staff

Proposed Expenditures for this Strategy/Activity

Amount	10,565
Source	Supplemental Carryover
Budget Reference	6000-6999: Capital Outlay

Description

40 Chromebooks (Dells) to replace older Chromebooks that are out of service

Strategy/Activity 2

2.2 TECHNOLOGY: Continue to utilize technology tools to enhance instruction and engagement, create collaboration opportunities, and increase student technology skill levels.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) ResponsibleAdministrators
All staff**Proposed Expenditures for this Strategy/Activity****Amount**

0

Source

District Funded Resource

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

PUSD Google Summits (September and March)

Strategy/Activity 3

2.3 TECHNOLOGY: Facilitate learning activities around the use of educational technology for students and their families.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

All staff

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

0

Source

Other

Budget Reference

None Specified

Description

Family Code Night, coding clubs, digital citizenship

Goals, Strategies, & Proposed Expenditures

Goal 3

District Organizational Goal

Improve Multi-Tiered Systems of Supports, including appropriate interventions and enrichments.

Local Control Accountability Goal

Every student will feel safe, respected, and enjoy positive connections.

School Site Goal

Student achievement will increase in a safe and positive learning environment that emphasizes the three school rules and six Pleasanton community of character traits. Student behavior will continue to improve as evidenced by the type and severity of major behavior incident reports. Student safety will be maintained by timely resolution of facilities requests. Staff and students will appropriately participate in monthly emergency drills (fire, earthquake, and intruder) as evidenced by observation of behavior and log of drills.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	All staff participate in monthly drills. Facilities requests are submitted and resolved in a timely fashion.	All staff will continue to participate in monthly drills. Facilities requests will continue to be submitted and resolved in a timely fashion.

Planned Strategies/Activities

Strategy/Activity 1

3.1 BEHAVIOR: Instruct students in school and classroom rules and procedures, and use preventative and disciplinary measures to encourage positive behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

All staff
PBIS team
Administrators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source	District Funded Resource
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute teachers for PBIS Training

Strategy/Activity 2

3.2 FACILITIES: Submit needed maintenance requests online.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Custodians
Administrators
Office staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded Resource
Budget Reference	None Specified
Description	Online work order system

Strategy/Activity 3

3.3 SAFETY PLAN: Update emergency plan, train staff in procedures and their respective roles, and conduct monthly drills.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified

Description

Drills

Strategy/Activity 4

3.4 SAFETY SUPPLIES: Purchase and re-stock school safety supplies as needed

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount

5,369.25

Source

Supplemental Carryover

Budget Reference

6000-6999: Capital Outlay

Description

Radios for staff (25)

Amount

0

Source

District Funded Resource

Budget Reference

None Specified

Description

Rations or food items for emergencies at school

Strategy/Activity 5

3.5 CHARACTER EDUCATION: Develop character traits through assemblies, Second Step lessons, and focus on character education

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
PBIS team

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Other

Budget Reference

None Specified

Description

Assemblies and lessons

Goals, Strategies, & Proposed Expenditures

Goal 4

District Organizational Goal

Strengthen District Board Policies and Administrative Regulations, which will ensure clarity of direction for staff.

Local Control Accountability Goal

All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS (Common Core State Standards).

School Site Goal

Staff will have multiple opportunities to receive training and support in various subjects, including curriculum development, positive behavioral interventions and support, classroom management, and teaching methodologies. Staff will indicate their areas of training need and alert administration to potential professional development activities. Administration will facilitate attendance at staff development activities in areas of need indicated by the staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	Staff had opportunities for training and professional development.	Staff will continue to receive opportunities for training and professional development.

Planned Strategies/Activities

Strategy/Activity 1

4.1 DISTRICT: All certificated staff will attend staff development day sessions presented by the district educational services team.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
PUSD staff
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded Resource

Budget Reference	None Specified
Description	Professional development (district)

Strategy/Activity 2

4.2 PBIS: Solicit staff volunteers for PBIS team, attend district training presentations, conduct monthly site PBIS meetings, and develop site PBIS plan.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
Teachers
Support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	PBIS team support

Strategy/Activity 3

4.3 SITE: Create staff development activities for collaboration days (administrative-led on Wednesdays), seeking outside presenters where appropriate.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Professional development (site)

Strategy/Activity 4

4.4 OUTSIDE PD: Provide opportunities for staff to attend outside staff development activities (workshops or trainings).

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental Carryover
Budget Reference	None Specified
Description	Staff development activities (as needed)
Amount	280
Source	Supplemental Carryover
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ACSA Region 6 Leadership Summit

Goals, Strategies, & Proposed Expenditures

Goal 5

District Organizational Goal

Build our Professional Learning Community through strengthening employee recruitment, development, and retention strategies to ensure continuity of a high-quality workforce.

Improve overall customer service and stakeholder perceptions of the District and of each school.

Local Control Accountability Goal

Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control Accountability Plan so that they can provide support for their children as they learn the CCSS and NGSS standards in the 21st Century classroom.

School Site Goal

Parents will have multiple opportunities for involvement in our school and will receive timely communications about school and student activities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parental Involvement: Promotion of parental participation	Students' families receive timely communication about activities and events at the school.	Students' families will continue to receive timely communication about activities and events at the school.

Planned Strategies/Activities

Strategy/Activity 1

5.1 COMMUNICATION: School and staff will communicate with students' families and the community in a timely fashion, using technology, in-person opportunities, and other methods as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
All staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Source	Other
Budget Reference	None Specified
Description	Communication

Strategy/Activity 2

5.2 PARENT TRAINING: All parents will be invited to attend the School Smarts Parent Academy Parent Engagement Night and other learning opportunities.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

School Smarts facilitators
Administrators

Proposed Expenditures for this Strategy/Activity

Amount	640
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Smarts costs (child care and food)
Amount	0
Source	Other
Budget Reference	None Specified
Description	Facilitator training (after school)

Strategy/Activity 3

5.3 ENGLISH LEARNER FAMILIES: English Learner Advisory Council agendas and meeting minutes will be sent via district email to all parents of EL students before and after each meeting

Students to be Served by this Strategy/Activity

English Learner students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administrators
EL Liaison Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Communication and meetings

Strategy/Activity 4

5.4 COMMUNITY: Activities will be facilitated to engage the community. Provide outreach to underserved students and their families.

Students to be Served by this Strategy/Activity

All students

Timeline

July 2019 to June 2020

Person(s) Responsible

Administration
Lydiksen PFC

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Communication and meetings

Strategy/Activity 5

5.5 ABSENTEEISM: Identify and communicate with families of chronically absent students to increase attendance.

Students to be Served by this Strategy/Activity

Chronically absent students

Timeline

July 2019 to August 2020

Person(s) Responsible

Administrators
Parent liaison
Child welfare & attendance specialist

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other

Budget Reference

None Specified

Description

Communication with families of chronically absent students, including SART meetings and parent liaison

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	34,308.74

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary Funds	2000	945.51
Supplemental Carryover	20000	3,785.75
Donations	1,500	860.00
LCAP Supplemental Funds	15000	4,100.00
LCAP Supplemental Before & After School Tutoring Funds	5500	0.00
Supplemental Carryover	20000	3,785.75

Expenditures by Funding Source

Funding Source	Amount
Discretionary Funds	1,054.49
District Funded Resource	0.00
Donations	640.00
LCAP Supplemental Before & After School Tutoring Funds	5,500.00
LCAP Supplemental Funds	10,900.00
Other	0.00
Supplemental Carryover	16,214.25

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	18,374.49
6000-6999: Capital Outlay	15,934.25
None Specified	0.00

School Site Council Membership

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

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

Name of Members	Role
Melissa Bayliss	Parent or Community Member
Joelle McConlogue	Parent or Community Member
Sara Morales	Parent or Community Member
Analeah O'Neill	Parent or Community Member
Sarah Specht	Parent or Community Member
Kylene Calvo	Classroom Teacher
Jennifer Guerin	Classroom Teacher
Kathy Soldati	Classroom Teacher
Jennifer Berrigan	Other School Staff
Jacob Berg	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/19.

Attested:

Principal, Jacob Berg on

SSC Chairperson, Melissa Bayliss on 4/29/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Theory of Action

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Recommendations and Assurances

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

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

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

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

Signature

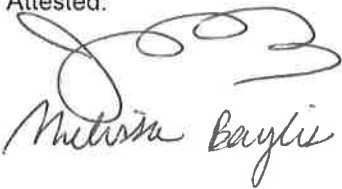

Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/19.

Attested:


Melissa Bayliss

Principal, Jacob Berg on

SSC Chairperson, Melissa Bayliss on 4/29/19