

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fuerte Elementary	37-67991-6037642	May 21, 2019	July 30, 2019

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Stakeholder Involvement 2
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - Overall Performance 13
 - Academic Performance 14
 - Academic Engagement 19
 - Conditions & Climate..... 21
- Goals, Strategies, & Proposed Expenditures..... 23
 - Goal 1..... 23
 - Goal 2..... 27
 - Goal 3..... 29
 - Goal 4..... 34
- Budget Summary 36
 - Budget Summary 36
 - Other Federal, State, and Local Funds 36
- Budgeted Funds and Expenditures in this Plan 37
 - Funds Budgeted to the School by Funding Source..... 37
 - Expenditures by Funding Source 37
 - Expenditures by Budget Reference 37
 - Expenditures by Budget Reference and Funding Source 37
 - Expenditures by Goal..... 38
- School Site Council Membership 39

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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on May 06, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teachers' success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to

generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.30%	0.3%	1	2	2
African American	2.6%	2.57%	2.24%	17	17	15
Asian	1.5%	1.51%	2.09%	10	10	14
Filipino	0.3%	0.15%	%	2	1	
Hispanic/Latino	19.9%	18.13%	19.7%	132	120	132
Pacific Islander	0.2%	0.15%	0.3%	1	1	2
White	68.0%	69.18%	66.87%	451	458	448
Multiple/No Response	2.3%	2.57%	4.63%	15	17	31
Total Enrollment				663	662	670

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	140	132	124
Grade 1	103	113	106
Grade 2	94	105	116
Grade3	103	102	112
Grade 4	101	109	104
Grade 5	122	101	108
Total Enrollment	663	662	670

Conclusions based on this data:

1. Fuerte Elementary's Hispanic/Latino population is decreasing and White population is increasing.
2. Fuerte Elementary's total enrollment increased in 2016-17 and stayed steady in 2017-18.
3. Fuerte Elementary's kindergarten population is the largest.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	102	85	91	15.4%	12.8%	13.6%
Fluent English Proficient (FEP)	34	46	37	5.1%	6.9%	5.5%
Reclassified Fluent English Proficient (RFEP)	18	32	5	17.0%	31.4%	5.9%

Conclusions based on this data:

1. The number of English learners decreased by 4 in 2016-17 and 17 in 2017-18.
2. The number of Fluent English Proficient increased by 2 in 2016-17 and 12 in 2017-18.
3. The number of Reclassified Fluent English Proficient doubled in 2016-17 and nearly doubled in 2017-18.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101		111	98		111	98		111	97		100
Grade 4	101		101	100		101	100		101	99		100
Grade 5	122		107	119		107	119		107	97.5		100
All Grades	324		319	317		319	317		319	97.8		100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2435.		2471.	25.51		43.24	26.53		27.93	30.61		19.82	17.35		9.01
Grade 4	2487.		2512.	32.00		43.56	27.00		26.73	22.00		16.83	19.00		12.87
Grade 5	2553.		2570.	37.82		52.34	34.45		28.04	18.49		9.35	9.24		10.28
All Grades	N/A	N/A	N/A	32.18		46.39	29.65		27.59	23.34		15.36	14.83		10.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	32.65		46.85	35.71		43.24	31.63		9.91	
Grade 4	26.00		39.60	55.00		46.53	19.00		13.86	
Grade 5	38.66		45.79	48.74		40.19	12.61		14.02	
All Grades	32.81		44.20	46.69		43.26	20.50		12.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.39		21.62	62.24		62.16	18.37		16.22
Grade 4	25.00		32.67	53.00		55.45	22.00		11.88
Grade 5	47.90		45.79	42.86		45.79	9.24		8.41
All Grades	31.86		33.23	52.05		54.55	16.09		12.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.53		33.33	57.14		56.76	16.33		9.91
Grade 4	19.00		33.66	69.00		57.43	12.00		8.91
Grade 5	32.77		42.06	59.66		55.14	7.56		2.80
All Grades	26.50		36.36	61.83		56.43	11.67		7.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.51		43.24	57.14		42.34	17.35		14.41
Grade 4	29.00		41.58	64.00		44.55	7.00		13.86
Grade 5	53.78		53.27	39.50		31.78	6.72		14.95
All Grades	37.22		46.08	52.68		39.50	10.09		14.42

Conclusions based on this data:

1. Fuerte Elementary averaged 61% of students exceeded or met standard in ELA.
2. Fuerte Elementary's averaged 15% of of students who did not meet standard in ELA.
3. Fuerte Elementary scored highest in Research and Inquiry, averaging 90% of students exceeding or meeting standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101		111	98		111	98		111	97		100
Grade 4	101		101	99		101	99		101	98		100
Grade 5	122		107	119		106	119		106	97.5		99.1
All Grades	324		319	316		318	316		318	97.5		99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2477.		2494.	39.80		46.85	32.65		35.14	17.35		14.41	10.20		3.60
Grade 4	2497.		2517.	22.22		35.64	43.43		33.66	25.25		20.79	9.09		9.90
Grade 5	2567.		2560.	46.22		51.89	27.73		16.98	20.17		18.87	5.88		12.26
All Grades	N/A	N/A	N/A	36.71		44.97	34.18		28.62	20.89		17.92	8.23		8.49

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			59.18			65.77			28.57			29.73			12.24			4.50
Grade 4			32.65			50.50			41.84			33.66			25.51			15.84
Grade 5			54.62			54.72			36.97			27.36			8.40			17.92
All Grades			49.21			57.23			35.87			30.19			14.92			12.58

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											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			45.92			54.95			40.82			36.04			13.27			9.01
Grade 4			31.63			43.56			50.00			40.59			18.37			15.84
Grade 5			44.54			44.34			44.54			46.23			10.92			9.43
All Grades			40.95			47.80			45.08			40.88			13.97			11.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.92		58.56	41.84		36.04	12.24		5.41
Grade 4	35.71		42.57	51.02		44.55	13.27		12.87
Grade 5	42.86		36.79	43.70		47.17	13.45		16.04
All Grades	41.59		46.23	45.40		42.45	13.02		11.32

Conclusions based on this data:

1. Fuerte Elementary averaged 71% of students exceeded or met standard in Math.
2. Fuerte Elementary's averaged 8% of students who did not meet standard in Math.
3. Fuerte students scored highest in Concepts and Procedures, averaging 86% of students exceeding or meeting standard. .

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.3		1442.3		1418.8		16	
Grade 1	1458.6		1464.2		1452.4		20	
Grade 2	1506.9		1525.6		1487.9		19	
Grade 3	1502.9		1497.1		1508.2		12	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							81	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*		55.00		*		*		20	
2	68.42		*		*				19	
All Grades	35.80		41.98		20.99		*		81	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	55.00		*		*				20	
2	78.95		*		*				19	
All Grades	54.32		35.80		*				81	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	28.40		35.80		22.22		13.58		81	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	87.50		*				16	
1	65.00		*				20	
2	78.95		*		*		19	
All Grades	65.43		33.33		*		81	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*		55.00		*		20	
2	89.47		*				19	
All Grades	60.49		37.04		*		81	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		81.25				16	
2	57.89		*		*		19	
All Grades	28.40		53.09		18.52		81	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.75		*		*		16	
1	*		55.00		*		20	
2	*		73.68		*		19	
All Grades	34.57		56.79		*		81	






Conclusions based on this data:

1. No 4th or 5th graders took the Summative ELPAC.
2. The majority of students taking the ELPAC fell in the well developed or moderately developed category.
3. Students scored lowest in the Reading Domain on the ELPAC.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Fuerte Elementary's Academic Performance in ELA and Math falls in the green category.
2. Fuerte Elementary's Suspension rate falls in the green category.
3. Fuerte Elementary's Chronic Absenteeism falls in the green category.

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>  Green 32.8 points above standard Increased 6.2 points 306 students	<p>English Learners</p>  Yellow 1.3 points below standard Declined -8.7 points 56 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Green 1.1 points above standard Increased 9.3 points 92 students	<p>Students with Disabilities</p>  No Performance Color 46.9 points below standard Increased 15.1 points 25 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 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5 points above standard Increased 4.5 points 55 students	 No Performance Color 69.3 points above standard Increased 47.3 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 37.6 points above standard Maintained 1.2 points 215 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
68.9 points below standard Maintained 2.8 points 26 students	57.3 points above standard Increased 19.5 points 30 students	38.9 points above standard Increased 9.3 points 244 students

Conclusions based on this data:

1. All subgroups increased in ELA except for English Learners.
2. The Students with Disabilities subgroup increased the most, with 15.1 points, but is still below standard.
3. The Reclassified English Learner subgroup showed significant improvement by increasing 19.5 points.

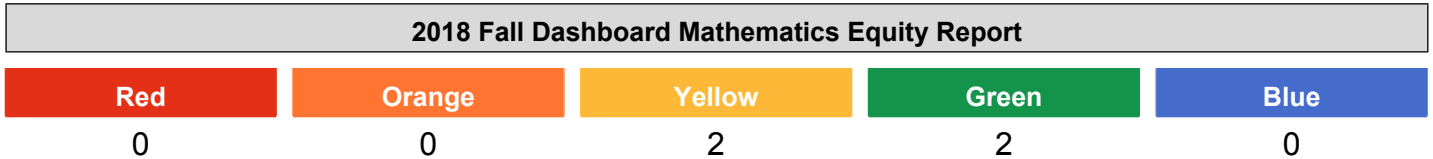
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>30.2 points above standard</p> <p>Maintained -2.8 points</p> <p>306 students</p>	<p>English Learners</p>  <p>Green</p> <p>2.4 points above standard</p> <p>Declined -13.8 points</p> <p>56 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>0.9 points below standard</p> <p>Declined -4.3 points</p> <p>92 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>23.4 points below standard</p> <p>Declined -24 points</p> <p>25 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3 points below standard Declined -21.1 points 55 students	 No Performance Color 60.6 points above standard Increased 18.1 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 37.1 points above standard Declined -3 points 215 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
45.8 points below standard Declined -25.9 points 26 students	44.1 points above standard Increased 13.8 points 30 students	35.4 points above standard Maintained -0.4 points 244 students

Conclusions based on this data:

1. Fuerte Elementary's Hispanic subgroup declined 21.1 points in math.
2. The Current English Learner subgroup declined 25.9 points in math.
3. The Students with Disabilities subgroup declined 24 points in math.

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
81	35.8%	42%	21%	1.2%

Conclusions based on this data:

1. The highest percentage of English learners perform in the Moderately Developed category.
2. The second highest percentage of English learners perform in the Well Developed category.
3. The lowest percentage of English learners perform in the Beginning Stage.

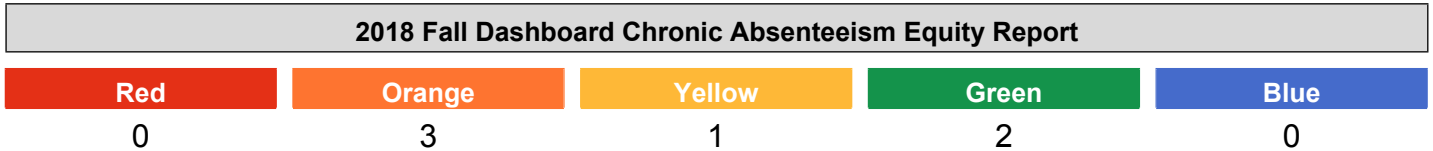
School and Student Performance Data

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
 Green	 Yellow	 No Performance Color
5% chronically absent	4.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.3%	Increased 0.9%	0 students
682 students	89 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Green
Less than 11 Students - Data Not Displayed for Privacy	10.4% chronically absent	3.2% chronically absent
2 students	Increased 2.3%	Declined 3.8%
	193 students	63 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.8% chronically absent Increased 5.3% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.8% chronically absent Increased 2.3% 127 students	 Orange 7.4% chronically absent Increased 5.5% 54 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 2.6% chronically absent Declined 0.9% 468 students

Conclusions based on this data:

1. The Hispanic subgroup has the highest percentage of chronically absent students (of populations that are large enough to calculate) and increased by 2.3% in 2017-18.
2. The Socioeconomically Disadvantaged subgroup has the second highest percentage of chronically absent students, and increased by 2.3% in 2017-18.
3. The Two or More Races has the third highest percentage of chronically absent students, and increased by 5.5% in 2017-18.

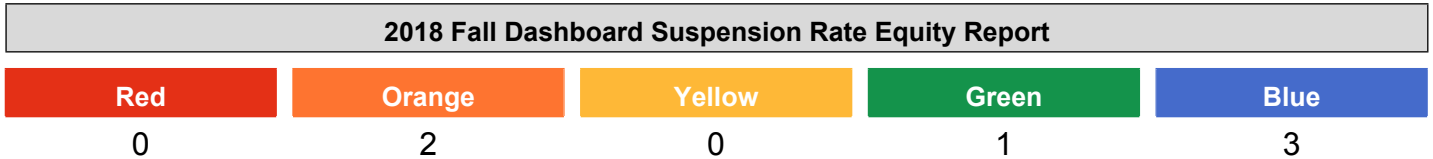
School and Student Performance Data

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>  Green 0.6% suspended at least once Maintained 0% 701 students	<p>English Learners</p>  Orange 1.1% suspended at least once Increased 1.1% 92 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 2 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -1.4% 201 students	<p>Students with Disabilities</p>  Orange 3% suspended at least once Increased 1.2% 67 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 20 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 9.1% suspended at least once Increased 9.1% 11 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least once Declined -1.4% 131 students	 Blue 0% suspended at least once Maintained 0% 58 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0.4% suspended at least once Maintained 0.2% 477 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	0.6% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. Students in the Socioeconomically Disadvantaged subgroup were suspended the least, with 0 suspensions.
2. The Students with Disabilities subgroup had the highest percentage of students who were suspended at least once, at 3%.
3. The English learner subgroup had the second highest percentage of students who were suspended at least once, at 1.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Goal 1

All Fuerte students have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students (103): 15% / 28% / 27% / 30%</p>	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students: 13% / 27% / 29% / 31%</p>
4th Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students (107): 16% / 8% / 37% / 38%</p>	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students: 14% / 7% / 39% / 40%</p>
5th Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students (101): 12% / 18% / 32% / 39%</p>	<p>% Not Met/Nearly Met/Met/Exceeded Standard</p> <p>All students: 10% / 17% / 33% / 40%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (103): 11% / 17% / 33% / 40%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 9% / 16% / 34% / 41%
4th Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (107): 8% / 26% / 29% / 37%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 6% / 25% / 31% / 38%
5th Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (101): 15% / 21% / 29% / 36%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 13% / 20% / 30% / 37%
Reclassification Rate (County 14.9%)	Percent Reclassified: 31.4%	Reclassified Goal: 32%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will have the opportunity to participate in District Wide professional development through Summer, Winter, and Spring Academies.

Teachers have opportunities to attend conferences focused on instruction and standards throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,909	S&C PD 1000-1999: Certificated Personnel Salaries Training/ professional development, materials & supplies
3,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Conferences: Training/ professional development, travel, registration fees
2,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers in grades 3-5 will have access to evidence based program " Literably" online assessment program to measure student progress in reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Collaboration with each grade level/department team to address student needs by increasing teacher effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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6,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly: PD
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Time for Certificated Staff (meetings/PD, planning/presenting PD outside, and/or facilitating school-related activities outside contract time)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Fuerte promotes a positive school climate and offers programs that promote health and wellness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 96.18%	97%
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 6.45%	Chronic Absenteeism Rate: 6%
CA Dashboard 2016-2017 N/A	2017-2018: All students: Maintained 0.3% Overall 5% Green English Learners: Yellow Low Income: Orange SWD: Green Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Green Two or More Races: Orange African American: N/A [add additional sub-group not listed as needed]	
Dashboard: Suspension Rate 2016-2017: All students: 0.6% Green English Learners: Blue Low Income: Yellow	2017-2018: All students: Maintained 0% Overall 0.6% Green English Learners: Orange	All students: 0.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWD: Green Homeless: N/A Foster Youth: N/A Hispanic: Orange White: Blue Two or More Races: Blue African American: N/A [add additional sub-group not listed as needed]	Low Income: Blue SWD: Orange Homeless: N/A Foster Youth: N/A Hispanic: Green White: Blue Two or More Races: Blue African American: N/A [add additional sub-group not listed as needed]	
California Healthy Kids Survey (Bi-annual)	N/A coming in 2019-20	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.40 Hope 4.33 Entrepreneurial 3.15 Career/Financial Literacy 3.70	Student Gallup Results Engagement 4.80 Hope 4.50 Entrepreneurial 3.50 Career/Financial Literacy 4.0
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 4.08	Staff Gallup Results: Q00 4.15

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build morale and positive school climate with 7 Habits of Happy Kids/The Leader in Me (TLIM).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,350

Source(s)

Supplemental Concentration Funding
 4000-4999: Books And Supplies
 Materials, Training, Parent Info Nights

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	% Not Met/Nearly Met/Met/Exceeded Standard All students (103): 15% / 28% / 27%/ 30%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 13% / 27% / 29%/ 31%
4th Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	% Not Met/Nearly Met/Met/Exceeded Standard All students (107): 16% / 8% / 37%/ 38%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 14% / 7% / 39%/ 40%
5th Grade Assessment: SBAC ENGLISH LANGUAGE ARTS (ELA)	% Not Met/Nearly Met/Met/Exceeded Standard All students (101): 12% / 18% / 32%/ 39%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 10% / 17% / 33%/ 40%
3rd Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (103): 11% / 17% / 33%/ 40%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 9% / 16% / 34%/ 41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (107): 8% / 26% / 29% / 37%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 6% / 25% / 31% / 38%
5th Grade Assessment: SBAC MATHEMATICS	% Not Met/Nearly Met/Met/Exceeded Standard All students (101): 15% / 21% / 29% / 36%	% Not Met/Nearly Met/Met/Exceeded Standard All students: 13% / 20% / 30% / 37%
Reclassification Rate (County 14.9%)	Percent Reclassified: 31.4%	Reclassified Goal: 32%

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hourly intervention teacher to provide pull-out/push-in support for at-risk students in the area of ELA (reading).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Salary & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will increase opportunities to interact with and study informational text publications.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,030

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating Expenditures
Contracts: Scholastic and Time 4 Kids

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student use web based software such as "Spelling City" / Wordmaster & subscriptions during their instructional day as well as at home as needed to support spelling proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,709

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating Expenditures
Software Licenses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hourly English Language Facilitator (ELF) to monitor EL students' progress, ELPAC testing, and communication with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Grades K-5 students have the opportunity to interact with reading and writing program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,829

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Supplies, supplemental copies of materials from print shop

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,523

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials: Classroom Supplies

3,200

Supplemental Concentration Funding
5700-5799: Transfers Of Direct Costs
Supplemental copies from Print Shop

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	S&C PD 1000-1999: Certificated Personnel Salaries Certificated Hourly
1,000	S&C PD 2000-2999: Classified Personnel Salaries Classified Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Schools foster a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA Meetings	Average number of members at monthly meetings: 12	Average number of members at monthly meetings: 15
World of Work (WoW) Parent Meetings	Number of parents at WoW meetings: October 2018: 15 January 2019: 20	Number of parents at WoW meetings: 30
School Site Council Meetings	Number of parents at meetings: 4	Number of parents at meetings: 4
English Learner Advisory Meetings	Number of parents at meetings: 2	Number of parents at meetings: 4

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,550.00

Other Federal, State, and Local Funds

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

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

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S&C PD	\$7,909.00
Supplemental Concentration Funding	\$70,641.00

Subtotal of state or local funds included for this school: \$78,550.00

Total of federal, state, and/or local funds for this school: \$78,550.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$70,641	0.00
S&C PD	\$7,909	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	7,909.00
Supplemental Concentration Funding	70,641.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,909.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	25,702.00
5000-5999: Services And Other Operating Expenditures	8,739.00
5700-5799: Transfers Of Direct Costs	3,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	6,909.00
2000-2999: Classified Personnel Salaries	S&C PD	1,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	33,000.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	25,702.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	8,739.00

5700-5799: Transfers Of Direct Costs

Supplemental Concentration Funding

3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,909.00
Goal 2	10,350.00
Goal 3	45,291.00

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
Kristen Goodrich	Principal
Gretchen Swain	Classroom Teacher
Cindy Hill	Classroom Teacher
Kellyn Thompson	Classroom Teacher
Jim O'Donnell	Parent or Community Member
Jennifer Gall	Other School Staff
Angie Mulder	Parent or Community Member
Mike Olander	Parent or Community Member
Aliaa Al Tabatabaee	Parent or Community Member
Susan Carasco	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

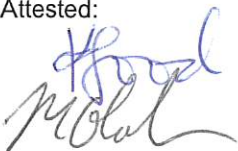
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/19.

Attested:



Principal, Kristen Goodrich on 5-21-19

SSC Chairperson, Mike Olander on 5-21-19