



# Frontier Elementary

"Home of the Mustangs"

## 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	Frontier Elementary School
Address	1854 N. Mustang Drive Hanford Ca. 93230
County-District-School (CDS) Code	16-63990-0116699
Principal	Tenci Brown
District Name	Pioneer Union Elementary School District
SPSA Revision Date	November 27, 2018

**Schoolsite Council (SSC) Approval Date**

February 25, 2019

**Local Board Approval Date**

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

## Pioneer Union Elementary School District Mission Statement

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic and social success by ensuring that all students receiving rigorous instruction, support and intervention in an enriching environment.

## Pioneer Union Elementary School District Vision Statement

In Order to challenge all students to learn, achieve and act with purpose and compassion, the Pioneer Union School District will develop and produce motivated, confident students who will:

- Meet or exceed grade-level academic standards.
- Become life-long learners.
- Effectively communicate.
- Become contributing citizens of the community.
- Be prepared for a successful future.

Frontier Elementary School's vision and mission are aligned with the District Vision and Mission.

## Frontier Elementary School's Vision

Frontier Elementary School will foster a school climate where all students are provided the maximum opportunity to learn and thrive, while achieving academic success, and embracing their local and global community.

## Frontier Elementary School's mission

Frontier Elementary School will develop each student's potential to its fullest. Our academic focus emphasizes skills that empower students to express their ideas effectively, problem solve, think critically, and make responsible judgments. The essence of education at Frontier Elementary is our commitment to the whole child. We continually strive for academic excellence while recognizing our students' need for a balanced well-rounded education that includes both their social and emotional development. This is accomplished by developing a student-centered learning community, where the needs of each and every student are our number-one priority. We have a rigorous State Standards-based curriculum, a balanced instructional program, a dedicated staff and involved parents, which allows each student to optimize their abilities and potential.

# School Profile

Frontier Elementary School has an enrollment of 462 students in transitional kindergarten through fifth grade; the student body included 49.1% Hispanic, 33.1% white, 5.4% Asian, 4.3% African American, 3.9% Filipino, 1.7% American Indian, 0.6% Pacific Islander, and 1.7% Two or More Races. Of the 462 students at Frontier, 43.3% are socio-economically disadvantaged (SED), 11.7% are English Learners (EL), 5.4% are students with disabilities (SWD).

Frontier Elementary opened its doors in the fall of August 2008 as the 3rd school in the Pioneer Union Elementary School District and has been among the top performing schools in the county. Frontier has earned its reputation by creating pioneering and innovative technology based educational opportunities, parental and community involvement, and a drive to close the achievement gap amongst its students. The school received the distinction of becoming a California Distinguished School in 2012 and was also designated as a California Gold Ribbon School and Title 1 Achievement School in 2016. Frontier School joined the District Charter and is guided under the principles of the Charter agreement which includes the curriculum delivery model and funding sources. At Frontier, we believe all children can achieve high standards, become creative and independent thinkers, and develop strong character as they prepare to be tomorrow's leaders. We are responsible to serve as facilitators for the nurturing and development of every child's maximum potential: academically, physically, socially, and emotionally. The staff at Frontier is committed to providing opportunities that will assist the student in making self-directed, realistic, and responsible decisions when solving problems. The Staff is committed to supporting our students as they work toward achieving their full social and

academic potential. We are dedicated to providing a quality education to every student by setting and maintaining high expectations for achievement and behavior.

We have implemented a PBIS system to assist students in becoming an example of good character and we look forward to seeing the impact of the changes we have made at our school. As we continue to assist in the development of our students, our staff both teach and model "Character Counts" and Positive Behavioral Interventions and Supports, which focuses on issues of honesty and respect for all. We have created an atmosphere that is welcoming and geared toward the families we serve. Our caring and experienced staff provides a nurturing environment based on mutual respect, where instruction is modified to meet the individual needs of all our students, so every child can learn to read, write, and calculate with confidence. Our school also has a Meet the Masters art program that is embedded in all grade levels, as well as technology in all classrooms, and a state of the art computer lab. Special education students are also identified and provided additional support as indicated in their Individual Education Plan. English Learners (EL) are served by our teachers and staff to increase their level of understanding of the English language throughout the day and after school.

Support and intervention services are provided for those students needing additional assistance to meet this goal in student achievement. These services include; parent support and guidance; two credentialed Title 1 instructors for language arts intervention; after school intervention programs as available and a part time Special Education Teacher. Frontier has developed a detailed Response to Intervention plan to ensure that students receive the assistance needed to become successful. Parents are an integral part of the intervention planning and process. Each classroom, TK-5 has instructional aide support to assist in the classroom; full day Kindergarten to give all students a "jump start" in their education; and continuous staff development and training for both certificated and classified personnel.

Frontier Elementary utilizes technology in all classrooms on site. Grades 2-5 have one to one Chromebooks for each student. These students participate in Google Classroom and incorporate technology across all curricular areas. All grades 1-5 have the opportunity to develop their technological skills by receiving weekly direct instruction in technology by a computer instructor. In primary classrooms there are also computer stations, as well as roving computer carts with class sets of computers. In addition to a strong academic and character building programs, Frontier Elementary also focuses on health and the arts. Frontier offers Physical Education, as well as, music, art, and band opportunities. Finally, Frontier has many parent volunteers and an active Parent Teacher Club that has a high participation rate. Our school wide parent events include: Back to School Night, Spring Open House, Family Movie Nights, Donuts with Dad, Muffins with Mom, Fall Fundraiser, Jog-A-Thon, Grandparents' Day, Wellness Committee, School Site Council, English Language Advisory Committee, and the District Parent Advisory Committee.

## 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 Frontier School Site Council is made up of teachers, parents, classified employees, that work with the principal to develop, review and evaluate school improvement programs and school budgets. The School Site Council receives annual training in roles & responsibilities, SSC bylaws, and Robert's Rule of Law. Members of the council meet to review and provide feedback on the SPSA, School Safety Plan, LCAP, academic intervention programs, Parent Involvement Policy, and school wellness plans. PBIS data and academic data is reviewed throughout the year. The School Site Council meets a minimum of 4 times per school year. Members of the Frontier Site Council are elected by their peers.

During the 18-19 school year, meetings were held on the following dates:

October 22, 2018  
November 27, 2018  
February 25, 2019  
May 6, 2019

# 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	2.1%	2.2%	1.73%	9	10	8
African American	6.2%	4.2%	4.33%	27	19	20
Asian	5.2%	6.4%	5.41%	23	29	25
Filipino	4.6%	5.1%	3.90%	20	23	18
Hispanic/Latino	44.9%	47.1%	49.13%	197	214	227
Pacific Islander	1.4%	1.1%	0.65%	6	5	3
White	35.1%	32.6%	33.12%	154	148	153
Multiple/No Response	0.7%	0.0%	0%	3	0	0
Total Enrollment				439	454	462

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		84	94
Grade 1		61	74
Grade 2		70	68
Grade 3		71	63
Grade 4		86	78
Grade 5		82	85
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		454	462

### Conclusions based on this data:

- Over the past 3 years, Hispanics are represented as the highest population at Frontier Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years (approx. 5% increase).

2. Over the past 3 years, enrollment has been somewhat steady for the white subgroup which is also the second highest enrollment at Frontier.
3. Total enrollment for Frontier has slightly increased over the last few years increasing from 454 students to 462 students.

# 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	53	53	54	12.1%	11.7%	11.7%
Fluent English Proficient (FEP)	12	13	21	2.7%	2.9%	4.5%
Reclassified Fluent English Proficient (RFEP)	8	9	12	16.3%	17.0%	22.6%

### Conclusions based on this data:

1. Since the 15-16 school year, the number of enrolled English Learners has remained steady.
2. During the 17-18 school year, there was a significant increase in the number of students enrolled as Fluent English Proficient (FEP). FEP enrollment increased from 2.9% to 4.5%.
3. Since the 15-16 school year, enrollment of Reclassified Fluent English Proficient (RFEP) has increased by 6.3%.



# 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	81	73	65	81	72	65	81	72	65	100	98.6	100
Grade 4	77	86	76	76	86	76	76	86	76	98.7	100	100
Grade 5	75	81	83	75	80	83	75	80	83	100	98.8	100
All Grades	233	240	224	232	238	224	232	238	224	99.6	99.2	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2455.	2453.	2458.	38	37.50	33.85	26	26.39	33.85	26	20.83	23.08	10	15.28	9.23
Grade 4	2500.	2518.	2514.	37	50.00	36.84	32	27.91	39.47	13	9.30	10.53	18	12.79	13.16
Grade 5	2544.	2520.	2561.	33	28.75	44.58	39	27.50	38.55	20	25.00	6.02	8	18.75	10.84
All Grades	N/A	N/A	N/A	36	39.08	38.84	32	27.31	37.50	20	18.07	12.50	12	15.55	11.16

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	25	40.28	35.38	57	43.06	55.38	19	16.67	9.23
Grade 4	36	48.84	34.21	42	37.21	51.32	22	13.95	14.47
Grade 5	37	35.00	36.14	44	41.25	57.83	19	23.75	6.02
All Grades	32	41.60	35.27	48	40.34	54.91	20	18.07	9.82

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	40	26.39	29.23	47	55.56	50.77	14	18.06	20.00
Grade 4	34	45.35	36.84	54	45.35	50.00	12	9.30	13.16
Grade 5	36	30.00	44.58	51	51.25	46.99	13	18.75	8.43
All Grades	37	34.45	37.50	50	50.42	49.11	13	15.13	13.39

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	28	18.06	30.77	63	69.44	61.54	9	12.50	7.69
Grade 4	26	37.21	32.89	61	55.81	63.16	13	6.98	3.95
Grade 5	23	18.75	36.14	73	67.50	56.63	4	13.75	7.23
All Grades	26	25.21	33.48	66	63.87	60.27	9	10.92	6.25

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	31	33.33	36.92	59	54.17	50.77	10	12.50	12.31
Grade 4	38	44.19	38.16	50	45.35	52.63	12	10.47	9.21
Grade 5	43	30.00	60.24	55	47.50	28.92	3	22.50	10.84
All Grades	37	36.13	45.98	55	48.74	43.30	8	15.13	10.71

**Conclusions based on this data:**

1. Over the last 3 years, FES students in grades 3-5 continue to make progress in English Language Arts. The majority of students in grades 3-5 nearly met, meet or exceed grade level standards in ELA.
2. Based on the 17-18 reading and writing data, less FES students nearly meet, meet, or exceed grade level standards in writing in comparison to reading.
3. During the 18-19 school year, FES students will receive explicit instruction on writing protocols for answering text dependent questions in written form. Students will also continue to develop their writing skills as teachers provide more opportunities for students to engage in source writing.

# 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	81	73	65	81	72	65	81	72	65	100	98.6	100
Grade 4	77	86	76	76	86	76	76	86	76	98.7	100	100
Grade 5	75	81	83	75	80	83	75	80	83	100	98.8	100
All Grades	233	240	224	232	238	224	232	238	224	99.6	99.2	100

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	2450.	2450.	2457.	17	19.44	29.23	43	43.06	30.77	27	30.56	26.15	12	6.94	13.85
Grade 4	2491.	2495.	2495.	20	15.12	22.37	38	45.35	39.47	30	33.72	27.63	12	5.81	10.53
Grade 5	2513.	2501.	2526.	19	16.25	24.10	25	21.25	26.51	29	33.75	37.35	27	28.75	12.05
All Grades	N/A	N/A	N/A	19	16.81	25.00	36	36.55	32.14	29	32.77	30.80	17	13.87	12.05

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	38	43.06	44.62	46	40.28	35.38	16	16.67	20.00
Grade 4	39	30.23	39.47	36	46.51	40.79	25	23.26	19.74
Grade 5	27	25.00	31.33	36	38.75	43.37	37	36.25	25.30
All Grades	35	32.35	37.95	39	42.02	40.18	26	25.63	21.88

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	30	23.61	30.77	47	58.33	43.08	23	18.06	26.15
Grade 4	20	24.42	22.37	64	61.63	56.58	16	13.95	21.05
Grade 5	27	18.75	22.89	32	42.50	51.81	41	38.75	25.30
All Grades	25	22.27	25.00	48	54.20	50.89	27	23.53	24.11

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	31	26.39	40.00	63	62.50	52.31	6	11.11	7.69
Grade 4	32	31.40	35.53	50	58.14	47.37	18	10.47	17.11
Grade 5	20	13.75	27.71	48	50.00	53.01	32	36.25	19.28
All Grades	28	23.95	33.93	54	56.72	50.89	19	19.33	15.18

**Conclusions based on this data:**

1. Over the last 3 years, FES has increased in the number of students exceeding grade level standards. During the 17-18 school year, 57.14% of students in grades 3-5 performed at or exceeding grade level math standards.
2. FES students in grades 3-5 continue to need support in the area of Communicating Reasoning: Demonstrating ability to support mathematical conclusions.
3. Based on the math data, FES teachers will increase opportunities for students to engage in mathematical reasoning. Teachers will increase opportunities for students to answer performance task type level questions with an increase in DOK levels. During the 18-19 school year, students identified as At-Risk in math will have the opportunity to receive additional math support after school using the Stride math program.

# 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	1433.3	1446.1	1403.5	16
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				49

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	*	*	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*					*
All Grades	12	24.49	22	44.90	12	24.49	*	*	49

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	*	*	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	18	36.73	21	42.86	*	*	*	*	49

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	*	*	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*	*	*			*
All Grades	*	*	18	36.73	15	30.61	*	*	49

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	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	26	53.06	21	42.86	*	*	49

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	*	*	11	68.75	*	*	16
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	16	32.65	27	55.10	*	*	49

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	*	*	*	*	*	*	16
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*			*
All Grades	12	24.49	29	59.18	*	*	49

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	*	*	*	*	*	*	16
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	16	32.65	30	61.22	*	*	49

**Conclusions based on this data:**

1. A total of 49 English Learners completed the ELPAC assessment. 69% of FES English Learners scored an overall Level 3 (Moderately Developed) or 4 (Well Developed). These scores indicate that the majority of the FES EL population had developed the English language and is able to access academic concepts.
2. Approximately 30% of FES English Learners scored at a Level 1(Beginning Stage) or 2 (Somewhat Developed). These scores indicate that FES continues to have a small population of students that are limited in English Language acquisition.
3. Frontier will continue to provide English Learners with support and intervention that will help to build their English language skills. English Learners will continue to have the opportunity to receive after-school support with an EL Instructor. They will continue to receive designated and integrated ELD instruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

# 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
462	43.3%	11.7%	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	11.7%
Homeless	1	0.2%
Socioeconomically Disadvantaged	200	43.3%
Students with Disabilities	25	5.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.3%
American Indian	8	1.7%
Asian	25	5.4%
Filipino	18	3.9%
Hispanic	227	49.1%
Two or More Races	8	1.7%
Pacific Islander	3	0.6%
White	153	33.1%

### Conclusions based on this data:

1. The greatest subgroup at FES is the Socioeconomically Disadvantaged subgroup at 43.3%.
2. FES currently has 54 students that are identified as English Language Learners.
3. Enrollment by race data shows that almost half (49.1%) of the FES student population is Hispanic with the second biggest population being the white subgroup (33.1%)



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

##### Mathematics



Green

##### English Learner Progress



No Performance Color

#### Academic Engagement

##### Chronic Absenteeism



Green

#### Conditions & Climate

##### Suspension Rate



Green

#### Conclusions based on this data:

1. In all of the identified areas, FES is currently performing at a Level 3 (Moderately Developed) which are positive results.
2. During the 18-19 school year, FES will continue to monitor student academic data in math and English Language Arts, Chronic Absenteeism, and Suspension Rates.
3. Academic, Attendance, and PBIS data will continue to help FES determine interventions and supports for students that qualify for them.

# 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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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		
All Students	English Learners	Foster Youth
 Green 44.1 points above standard Increased 13.1 points 219 students	 No Performance Color 14.2 points above standard Increased 16.5 points 33 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	 Green 21.8 points above standard Increased 6.2 points 94 students	 No Performance Color 22.7 points below standard Increased 5.1 points 20 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 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 53.9 points above standard Maintained -2.3 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 37.9 points above standard Increased 14.1 points 116 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 61.8 points above standard Increased 14.5 points 66 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
55.9 points below standard 14 students	65.9 points above standard Increased 34.1 points 19 students	49.1 points above standard Increased 14.2 points 185 students

#### Conclusions based on this data:

- Overall, all students in grades 3-5 are performing at a moderately developed level in English Language Arts which is 44.1 points above standard.
- In comparison to other student groups, the Socio-Economically Disadvantaged student group has the lowest points above the standard at 21.8 points.
- FES students will continue to receive appropriate supports (small group guided reading instruction, reading intervention services, Reading Eggs program) in English Language Arts as identified by reading assessment data.

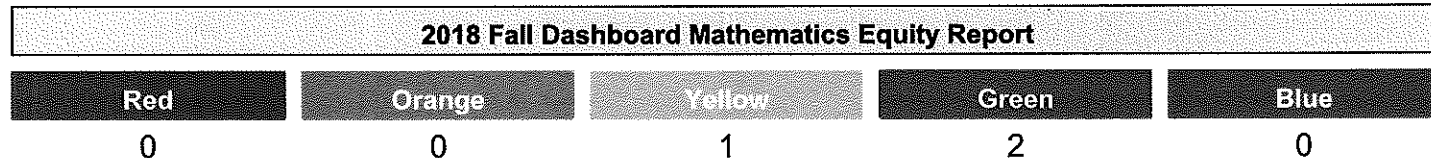
# School and Student Performance Data

## 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					
All Students		English Learners		Foster Youth	
 Green 9.5 points above standard Increased 9.7 points 219 students		 No Performance Color 5 points below standard Increased 17 points 33 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		 Yellow 10.7 points below standard Maintained 1.8 points 94 students		 No Performance Color 40.6 points below standard Maintained 2.1 points 20 students	

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color 20.8 points above standard Increased 7.3 points 12 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
<b>Hispanic</b>  Green 1.5 points above standard Increased 8.7 points 116 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 24.7 points above standard Increased 8.9 points 66 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

<b>Current English Learner</b> 43 points below standard 14 students	<b>Reclassified English Learners</b> 22.9 points above standard Increased 26.1 points 19 students	<b>English Only</b> 12 points above standard Increased 9.6 points 185 students
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#### Conclusions based on this data:

- Based on math SBAC assessment data, 2 out of 3 FES student groups scored at a level 3 (Moderately Developed). FES Hispanic and White student groups performed 1.5 points (Hispanic) and 24.7 points (White) above the standard.
- FES Socioeconomically Disadvantaged students performed at a Level 2 (Somewhat Developed) in mathematics and were 10.7 points below the standard during the 17-18 school year.
- FES will continue to provide math supports for identified students based on formative math assessment data. For students that are academically at-risk in math, students will have the opportunity to receive additional math support in the after school math intervention program using the Stride math program.

# 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
49	24.5%	44.9%	24.5%	6.1%

### Conclusions based on this data:

1. During the 17-18 school year, 49 students were identified as English Learners and took the English Language Proficiency Assessment for California (ELPAC). 24.5% of these students scored at a Level 4 (Well Developed).
2. The majority (44.9%) of FES EL students scored at a Level 3 (Moderately Developed). 30.6% of FES EL students performed at a Level 1 & 2. Our goal is decrease the percentage of students scoring at a Level 1 or 2. This will demonstrate that our students are making progress in acquiring the English language.
3. EL students at Frontier Elementary will continue to receive additional support (small group instruction) from the EL Instructor. EL students will continue to have the option to participate in after-school homework support.

# 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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	1

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		
<b>All Students</b>  Green 3.6% chronically absent Maintained 0.1% 477 students	<b>English Learners</b>  Green 5.4% chronically absent Declined 3.9% 56 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Socioeconomically Disadvantaged</b>  Green 3.8% chronically absent Declined 1.2% 209 students	<b>Students with Disabilities</b>  Green 6.5% chronically absent Declined 1% 31 students

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 5% chronically absent Increased 5% 20 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Asian</b>  No Performance Color 0% chronically absent Declined 6.9% 25 students	<b>Filipino</b>  No Performance Color 11.1% chronically absent Increased 6.9% 18 students
<b>Hispanic</b>  Blue 1.7% chronically absent Declined 1.5% 234 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>White</b>  Yellow 5% chronically absent Increased 1.1% 160 students

#### Conclusions based on this data:

- During the 17-18 school year, Chronic Absenteeism at FES was minimal based on the Dashboard data results. English Learners, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities declined in absences. Hispanic students scored in the blue range with 1.7% chronically absent.
- The FES White student group performed in the yellow range with a 5% chronically absent rate. Based on the prior year, the White student group increased chronic absences by 1.1%.
- FES will continue to work on decreasing overall chronic absenteeism. FES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. FES will continue to notify parents in writing regarding attendance concerns, and utilize the School Resource Officer.



# 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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	3

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		
All Students	English Learners	Foster Youth
 Green 1% suspended at least once Maintained -0.2% 486 students	 Blue 0% suspended at least once Maintained 0% 56 students	 No Performance Color Less than 11 Students - Data Not 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1 students	 Green 1.4% suspended at least once Declined -0.8% 215 students	 Blue 0% suspended at least once Declined -2.5% 33 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5% suspended at least once Increased 5% 20 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0% suspended at least once Declined -3.4% 25 students	 No Performance Color 0% suspended at least once Maintained 0% 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least once Increased 0.3% 240 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0% suspended at least once Declined -1.3% 163 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	1.3% suspended at least once	1% suspended at least once

#### Conclusions based on this data:

- Overall, FES suspensions are minimal. During the 17-18 school year there was a .3% decline in suspensions when comparing to the prior year. English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and the White student group scored at a green or blue level.
- The FES Hispanic group was the only student group to score at an orange level. The Hispanic group had a 1.7% suspension rate which was an increase from the previous year by 0.3%.
- FES will continue to implement best practices by utilizing the site PBIS team. Data will continue to be collected monthly and reviewed. The site PBIS team will continue to identify ways to support FES students behaviorally including explicitly communicating and teaching behavior expectations on campus, utilizing a check in/check out system for identified students, developing student leaders through Student Council and Buddy Squad, holding meetings to create behavior plans for students that need behavior accommodations and support, as well as providing incentives for students that consistently demonstrate appropriate behaviors on campus.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

State Priorities : 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)

### Goal Statement

FES will decrease the percentage of students not meeting or nearly meeting standards in ELA from 29% to 25% as measured by the 2019 Smarter Balanced Assessment California (SBAC).  
FES will decrease the percentage of students not meeting or nearly meeting standards in Math from 40% to 37% as measured by the 2019 Smarter Balanced Assessment California (SBAC).

### LCAP Goal

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

### Basis for this Goal

The purpose of this goal is to increase the amount of students demonstrating proficiency (meet/exceed standards) in English Language Arts and math. In ELA, FES SBAC data reveals that 29% of students are nearly meeting or not meeting grade level standards in ELA. In math, SBAC data reveals a greater percentage (40%) of students nearly meeting or not meeting grade level standards as measured by the SBAC assessments. Frontier currently provides reading intervention for students that require additional support in reading delivered by credentialed Reading Intervention teachers. Teachers differentiate support for students in the classroom to meet the reading/writing needs of their students while implementing Tier 2 computer based interventions (Reading Eggs). In math, teachers differentiate support in the classroom to meet the learning needs of their students. Identified students also have the option to attend after school math support provided by classified personnel that use the Stride math program. English Language learners also have the option to attend homework after school support.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA 2019	29% of students nearly met or did not meet standards as measured by ELA SBAC Spring 2018	No more than 25% of students nearly met or did not meet standards as measured by ELA SBAC Spring 2018
CAASPP Math 2019	40% of students nearly met or did not meet standards as measured by Math SBAC Spring 2018	No more than 37% of students nearly met or did not meet standards as measured by Math SBAC Spring 2018
ELA - CDE Dashboard Spring 2018	ELA Academic Dashboard Indicator: Green (44.1 points above standard)	ELA Academic Dashboard Indicator: Green ( increase to 50 points above standard)
Math - CDE Dashboard Spring 2018	Math Academic Dashboard Indicator: Green (9.1 points above standard)	Math Academic Dashboard Indicator: Green ( increase to 15 points above standard)
English Language Learner Progress Spring 2018	EL Academic Dashboard Indicator: No Score due to first year of ELPAC Assessment Administration	EL Academic Dashboard Indicator: Green
EL Reclassification Rate	17-18 % of students RFEP = 15%	Increase the percentage of EL students reclassified to 18%.

## Planned Strategies/Activities

### Strategy/Activity 1

Provide one and a half Title 1 Intervention Credentialed Teachers for Reading Intervention.

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

At-risk, low income students

### Timeline

July 2018-June 2019

### Person(s) Responsible

Director of Student Support Services, Site Principal, Site Assistant Principal, Reading Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	102,222
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Source	Title I Part A: Allocation
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Intervention Teachers
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Amount	35,643.71
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Source	Title I Part A: Allocation
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Budget Reference	3000-3999: Employee Benefits
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Description	Intervention Teachers
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### Strategy/Activity 2

Summer School Jump Start Program

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

English Learners, Low Income, Low Performing Identified Students

### Timeline

July 2018-June 2019

### Person(s) Responsible

Director of Student Support Services, Summer School Administrator, Certificated Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	7,809.37
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<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Summer School Teacher Salaries
<b>Amount</b>	1510.18
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Teacher Benefits - Summer School
<b>Amount</b>	1050.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Summer School Administration Salary
<b>Amount</b>	203.07
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Summer School Administration Benefits
<b>Amount</b>	129.07
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Summer School Supplies

### Strategy/Activity 3

Additional Instruction and Support Outside the Instructional Day: Math After School Program (Stride Program), Personnel Salaries and Benefits, Math Program Licenses, English Learner Homework Support

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

Low Performing Students (Unduplicated)  
Foster Youth  
Low Income  
English Learners

### Timeline

July 2018-June 2019

### Person(s) Responsible

Director of Student Support Services, Site Administration, District Data Analyst, Classified Instructional Aides

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,995.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	After School Program Aides

<b>Amount</b>	818.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	After School Program Aide Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

State Priorities 5 (Pupil Engagement); 6 (School Climate)

### Goal Statement

Frontier Elementary will reduce suspension rates from 1% to 0.7%.

### LCAP Goal

Promote positive student engagement and school climate which advance social and academic success.

### Basis for this Goal

In order to improve school climate and increase student achievement, it is important that suspension rates decrease. Frontier will continue to implement PBIS (Positive Behavior Intervention and Supports) best practices on campus with fidelity. Staff and students will continue to develop a positive school climate by establishing school-wide expectations, opportunities for school leadership, and reward systems to recognize appropriate behaviors on campus.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE FES Dashboard 2018 Suspension Results	FES Dashboard Indicator: Green - 1% suspended at least once.	FES Dashboard Indicator: Green - 0.7% suspended at least once.

### Planned Strategies/Activities

#### Strategy/Activity 1

School-wide PBIS Program: School-wide training and assemblies, Behavior Incentives (Parent-Teacher Club funded), Student Behavior Plans, Check-in/Check-out System, Peer Mentors (Buddy Squad), Monthly PBIS Committee Team Meetings,

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

All student groups including, but not limited to, Socioeconomically Disadvantaged, Hispanic, Students with Disability.

#### Timeline

July 2018-June 2019

#### Person(s) Responsible

Site Administration, Teachers, Office Staff, Classified Staff

#### Proposed Expenditures for this Strategy/Activity

Amount	953.82
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**Source**

Donations

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Donation money for school-wide PBIS incentives and rewards.

**Amount**

50.00

**Source**

Lottery: Instructional Materials

**Budget Reference**

4000-4999: Books And Supplies

**Description**

PBIS Incentives and Rewards



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

State Priority: 3 (Parent Involvement)

### Goal Statement

Parents will have opportunities to participate in two-way, meaningful communication with Frontier staff with regard to student learning and building a positive school culture (involvement of school activities).

### LCAP Goal

The district and school site will provide systems and venues for communication and input from parents and stakeholders.

### Basis for this Goal

Parent involvement in student learning and school culture is essential to increasing student achievement, positive behavior, and school-connectedness. It is important for school staff and parents to have a variety of ways of communication. Parent participation will be monitored through school sign-in sheets including the Raptor System reports as well as parent volunteer applications and approvals.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Office Sign-in sheets/Raptor System Reports	Identify number of parent sign-ins through Raptor System	Increase the number of parents checking in to school functions
School Site Council	Election of Members and Training (Roster) SSC Meeting Agendas & Minutes	At least 4 meetings will be held annually. Meetings will have an agenda and minutes will be documented. Agendas will be posted outside of office.
Parent-Teacher Conferences	Review Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences
Parent Bulletins and Informational Fliers	Copy of School Bulletins and fliers are collected and saved in office. Bulletins provide reminders and information about upcoming events and opportunities for parent volunteering.	Increase the number of parent volunteers and attendance of school events.
Annual Parent Survey	17-18 Parent Survey N=317	Increase the amount of Parent completion of survey by offering a variety of methods for completing (online, hard copy sent home)
Frontier Parent-Teacher Club	Monthly meeting sign-in sheets, agendas, and minutes.	Increase parent volunteers and attendance of PTC school activities.
Blackboard System: Automated phone calls, emails, and text messages	Blackboard reports of message usage	Increase messages that are communicated to parents.
Frontier School Events: Read Across America, Awards Assemblies, Back	Review attendance Raptor reports	Increase attendance to FES events.

Metric/Indicator	Baseline	Expected Outcome
to School Night, Oral Interpretation, Spring Open House, Talent Show		

## Planned Strategies/Activities

### Strategy/Activity 1

FES Parent Meetings - SSC, Parent-Teacher Conferences, PTC meetings  
FES Parent Communication - Raptor System, Annual Parent Surveys, Bulletins and informational fliers  
FES Parent Participation - Volunteer Packets, Sign-in sheets

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

All Students

### Timeline

July 2018-June 2019

### Person(s) Responsible

Office Staff, Administration, Teachers, PTC Board Members

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

### School Goal #1

Because the gains in our subgroups (e.g. socio-economically disadvantaged and Hispanic) are not as significant in English Language Arts as in our total student population, increase the number of students in those subgroups performing on or above grade level in English Language Arts by June 2018, as measured by CELDT testing results district benchmark assessments, and curriculum based measures.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fountas and Pinnell Reading Levels, District benchmarks, CELDT scores, Teacher assessments, common formative assessments, Illuminate Assessments and SBAC results.	Increase the percentage of students scoring Meets or Exceeds by 5% in the areas of Reading, Language and Writing as measured by the SBAC results. The students in grade 3-5th will participate in the SBAC test this year.	71% of Frontier students in grades 3-5 met or exceeded grade level standards in Language Arts. In the prior year (16-17), 60% of students met or exceeded grade level standards in Language Arts. Therefore, Frontier exceeded the goal of a 5% increase and was able to increase the number of students meeting/exceeding standards by 11%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Collaboration/planning time for teachers to discuss best practices to improve student achievement.	Teachers had collaboration time consistently throughout the year to plan standards based instruction for students, review formal/informal assessment data, and identify specific supports for students based on the data.	None Specified 0	None Specified
1.2 Professional Development: Frontier Elementary will continue providing training and guidance to teachers and staff for our core instructional programs, use of technology tools, and supplementary programs. All teachers will participate in additional training and collaboration	Teachers received professional development in technology with the Google consultant. Title one teachers were able to provide coaching in the classroom to support instruction. Teachers also received training in small group Guided Reading instruction with a consultant.	0	None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
throughout the school year to plan for implementation of the Common Core State Standards. Title 1 Consultant and Coach for Reading Instruction, Parent Title 1 meetings, School Site Council & ELAC			
1.3 Title I Program to provide supplemental support to students in reading intervention for identified students. One 50% teacher to provide reading intervention in a small group setting.	Reading Intervention Teachers provided reading intervention in the Reading Lab. Students were grouped together in no more than 5 students per group based on same reading level and reading learning needs.	1000-1999: Certificated Personnel Salaries 155,218.36	1000-1999: Certificated Personnel Salaries 155,218.36
1.4 Direct Costs/Indirect Costs to support Title I program		None Specified 29,173.00	None Specified 29,173.00

## Analysis

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

The overall implementation of the Title 1 program to support English Language Arts instruction in reading was successful. Identified students supported in this service may progress. Our site ELA Data saw improvements. There is a need to do further intervention in reading based on the current results. There is also a need to provide further professional development for staff in the area of math instruction.

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

Professional Development provided to Frontier Elementary teachers improved instruction in Language Arts. Staff had professional development and coaching in the area of small group Guided Reading Instruction and Student Engagement Strategies from Title 1 Teachers, Site Administrators, and the District ELA Consultant. At Frontier this year, we saw a gain in the CAASPP English Language Arts data. This resulted in Frontier scoring a GREEN on CDE Dashboard results. In mathematics, there was some growth in the CAASPP 2018 results which resulted in an overall dashboard score of Green.

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

This year there were no reported fiscal differences in expenditures. Costs related to the Title 1 Program were as projected for salaries and services including the LCFF Supplemental funding.

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.

During the 2018-19 school year, Frontier will continue to work with the District ELA Consultant to support reading instruction with staff. The focus for instructional support during the 18-19 school year is Shared Reading. Identified students will have access to another reading intervention computer based program (Reading Eggs). Frontier staff will receive additional training in the implementation of Professional Learning Communities. This training will identify best practices for analyzing grade level standards, assessment data, and grade level content rigor. Identified students will

also have access to a new math intervention program (Stride). These changes are described in the Planned Improvements section of the SPSA.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

Increase the number of students, school wide, performing at Meets or Exceeds in English Language Arts by June 2018, as measured by the SBAC results.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Progress reports and report cards, District benchmarks, Teacher assessments, common formative/summative assessments, I-Ready and Fountas and Pinnell progress monitoring and Illuminate assessments.	Increase the percentage of students scoring Meets or Exceeds in the areas of Reading, Language and Writing from 66% to 70% as measured by SBAC results. The students in grade 3-5th will participate in the 2018 SBAC test. Performance growth this year will be based on local measures and SBAC results.	Based on the 17-18 SBAC ELA FES scores, students met the goal of 70% proficiency. 70% of students met or exceeded grade level standards in ELA as measured by SBAC.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Teachers will regularly incorporate technology based lessons in their instruction, assessments and full implementation of math and ELA curriculum.	Teacher received training from the district's Google Trainer. Teachers were provided with training in using Google products to enhance instruction (Google slides, forms, documents, spreadsheets, Google Classroom, Google Sites) Teachers also received Illuminate training to create standards based assessments.	None Specified	None Specified
2.2 Title 1 Teachers to run the Reading Lab to focus on providing support to struggling students	Reading Intervention teachers met with small groups of students daily. Reading assessments were administered throughout the year to identify students that need additional support, progress monitor students reading skills, exit students from the	None Specified	None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	program based on assessment data (growth).		
2.3 Collaboration/planning time for teachers to discuss best practices to improve student achievement.	Teachers had collaboration time consistently throughout the year to plan standards based instruction for students, review formal/informal assessment data, and identify specific supports for students based on the data	None Specified	None Specified
2.4 English Language Learner program to provide additional support and services to students learning English as a second language.	The FES EL Instructor supported designated ELD instruction by pushing into classrooms in grades 3-5 and pulling out students in grades K-2 to focus on specific EL strategies and skills. The EL Instructor also provided after school support for EL students.	Other Funds	Other Funds

## Analysis

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

During the 17-18 year, teachers received support in the area of technology, small group reading instruction, and designated ELD instruction. The overall implementation of the Title 1 program to support English Language Arts instruction in reading was successful. Many identified students supported in this service made progress. Our site ELA data saw improvements. There is a need to do further intervention in reading based on the current results. There is also a need to continue to provide further professional development for staff in reading instruction.

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

Overall, the support that is being provided to staff and students is having a positive impact on ELA student achievement. Overall, 70% of FES students met or exceeded grade level standards in Language Arts as measured by SBAC assessment data.

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

This year there were no reported fiscal differences in expenditures. Costs related to the Title 1 Program were as projected for salaries and services including the LCFF Supplemental funding.

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.

Frontier will continue to set goals that will decrease the number of students performing at nearly met or not meeting grade level standards in ELA and increase the number of students performing at or exceeding grade level standards. Student academic progress will continue to be monitored with formative assessments (Fountas & Pinnell, Illuminate

Assessments, District Benchmark Assessments, Literably reading assessments). Identified students will continue to have additional supports that target specific reading skills through intervention as described in the Planned Improvements section of the SPSA.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program school-wide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increased number of blue slips sent to the office for positive behaviors, fewer office referrals, student participation in leadership activities, the number of students participating in band, and the number of family activities on campus throughout the year. Achieving Bronze level certification for PBIS.	We will reduce the number of discipline referrals by 10% as compared to the previous school year.	The FES Dashboard reports that FES had a 1% suspension rate and met the goal of no more than 2 %. Discipline referrals decreased from the prior year as well.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Family Activity Nights, PTC Meetings, Fall Festival, Parent information/Education Nights	Frontier hosted a variety of events that provided the opportunity for parents to attend. Frontier parents had the opportunity to attend movie nights, Fall Festival, Oral Interpretation Day, Read Across America.	None Specified	None Specified
3.2 Continue to utilize PBIS program school-wide/ongoing review once we have reached gold level.	The PBIS Committee held monthly meetings, reviewed behavior data, shared data monthly during staff meetings, and consistently identified ways to decrease negative behaviors on campus.	None Specified	None Specified
3.3 Active parent club/parent advisory participation.	Frontier Parent-Teacher Club held monthly meetings to plan events,	None Specified	None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	review budget expenditures, and to seek parent input on school events. PTC meetings were announced through Blackboard phone call, emails, and text messages. Weekly bulletins were also sent home with students announcing PTC meetings and events throughout the year.		
3.4 Anti-Bullying Pledge/ Anti-Bullying Assemblies/ Character Counts Program	During monthly rallies, grade levels were responsible for reviewing pillars of character through grade level presentations. The Ned Brothers presented on Anti-Bullying during an assembly in the spring. Teachers presented on Anti-Bullying in the classroom.	None Specified	None Specified
3.5 Buddy Squad opportunities for students to increase student responsibility and leadership.	Frontier students in grades 4-5 had the opportunity throughout the year to participate in the Buddy Squad program. Students are assigned jobs around campus, based on interest, to help support students in grades TK-3. The can mentor students during lunch, volunteer to work in the cafeteria, or facilitate structured activities for TK/K students on the playground.	None Specified	None Specified
3.6 Character Counts Assemblies, Mustang Spirit Recognition, and Mustang of the Month Program	Grade levels were responsible for reviewing pillars of character through grade level presentations during assemblies. Every month, teachers recognize students for positive behavior and citizenship through Mustang of the Month.	None Specified	None Specified

## Analysis

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

The over implementation of the PBIS Program with the PBIS Committee and staff support has been beneficial. Through the PBIS Committee, alongside site administration, strategies have been developed to help reduce the number of referrals given and suspensions. Such strategies include implementing individual Behavior Plans for Tier 3 students and a Check-in/Check-out system for Tier 3 students.

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

As Frontier continues to work with the PBIS team to implement PBIS best practices on campus, there has been a decrease in suspensions (as measured by the dashboard) compared to the previous school year (1.3%). The PBIS program is effective in helping students build school-connectedness in a positive learning environment.

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

There were no reported fiscal differences for the PBIS Program. Costs to the PBIS Program are paid for by donations and lottery money. Such costs for the PBIS Program are school-wide incentives. Other costs included PBIS Signage for the campus and to have a presenter come to the school for an assembly on bullying.

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.

Frontier Elementary will continue to fully implement the PBIS Program annually. The PBIS Program is effective in reducing the amount of suspensions and referrals, as well as creating an overall positive school culture. The PBIS Program at Frontier Elementary consists of the beginning of year kick-off rally, beginning of the year school-wide training day for students, trimester expectation assemblies, and school-wide incentives in partnership with the Parent Teacher Club. The PBIS Program also consists of the PBIS Committee. The PBIS Committee will continue to hold monthly meetings, review data, share out with the general staff, and find ways to improve the program such as adding Social Emotional Learning (SEL) in 2018-19 school year. SEL during the 2018-19 school year will consist of a weekly challenge for students with the week's character focus, and the Frontier Student Council creating weekly videos to be shared with students in class on the character trait focus of the week.

## 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	153,384.22

### Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Donations	953.82
LCFF - Supplemental	14,514.69
Lottery: Instructional Materials	50.00
None Specified	0.00
Title I Part A: Allocation	137,865.71

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	111,081.37
2000-2999: Classified Personnel Salaries	2,995.00
3000-3999: Employee Benefits	38,174.96
4000-4999: Books And Supplies	1,132.89
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	953.82
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,859.37
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,995.00
3000-3999: Employee Benefits	LCFF - Supplemental	2,531.25
4000-4999: Books And Supplies	LCFF - Supplemental	129.07
4000-4999: Books And Supplies	Lottery: Instructional Materials	50.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	102,222.00
3000-3999: Employee Benefits	Title I Part A: Allocation	35,643.71

# 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
- 0 Secondary Students

Name of Members	Role
Tenci Brown	Principal
Brandi Blankenship	Classroom Teacher
Elaine Hoover	Classroom Teacher
Kristen Boydston	Classroom Teacher
Jason Usher	Parent or Community Member
Susana Mesina	Parent or Community Member
Yolanda Hughes	Parent or Community Member
Samantha Brown	Parent or Community Member
Celena Foronda	Parent or Community Member
Melanie Keener	Other School Staff

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 February 25, 2019.

Attested:

	Principal, Tenci Brown on 2-25-19
	SSC Chairperson, Kristen Boydston on 2-25-19

# Addendum

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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](mailto: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.

### Basis for this Goal

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 measureable 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

