

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
Sylvia Cassell Elementary School	43-69369-6046312	May 18th, 2020	June 18th,2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
Chronic Absenteeism: School was identified as additional targeted support and improvement for chronic absenteeism for our students with disabilities. The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals to meet the needs of our students, school, and community.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals to meet the needs of our students, school, and community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Results from student surveys reveal that the majority of the students enjoy being at school because they have teachers who care about them. Many have responded by giving examples of what they like the most about the school such as, the after school programs and sports which provide help for them and that they have fun. Parents also rated the City Year program as an asset to the school particularly because they help with homework and keeping the school safe. Parents have noted that although they feel their students are safe, having more visuals and programs that focus on school safety is a priority. Parents say that they feel welcome and that they are treated with respect. Survey results note that they feel they have access to the principal and can come to the office whenever they have concerns. They have commented on the positive attitude of the front office staff especially the office administrative assistants. More and more parents are coming by the school to solve problems and express concerns with staff. Most feel that their children are getting a good education and that our school and the majority of the staff is highly qualified and competent. Overall the majority of students and parents are satisfied with the school. Results from the survey were noted and we will continue to focus on positive student recognition, like student of the month, and look at new and improved methods to increase support for all students. As an ATSI identified school for chronic absenteeism for students with disabilities our stakeholders have done a needs assessment around this target area. We have conducted a needs assessment survey to address this area of need. Survey results and stakeholders input suggest providing more student incentives and recognitions to improve our chronic absenteeism. It was also suggested that we offer parent awareness classes and incentives for participation in classes for students who have been identified as chronically absent as a means of support.

Classroom Observations

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

Sylvia Cassell uses a variety of formal and informal classroom observations. There are several types of classroom observations done by the principal and district supervisors. The Principal conducts two formal observations each year to provide formal feedback to teachers in order to improve classroom instruction which enhances student engagement and achievement. These evaluations are sent to the central office and placed in the site teacher file. Both formal and informal walkthroughs focus on common core, English Language Development, Oral Language, and student engagement. Representatives from Academic Services conduct monthly classroom walk throughs. During these walk throughs, they observe ELD and Common Core strategies. They also look for opportunities where students interact with each other. Following each visit, the principal is then given a report on the observation of the classrooms. The feedback is used to make changes or strengthen the teaching staff in their classroom instruction. The site administrator conducts daily classroom walk throughs. These walk throughs help the principal to determine areas of concerns, strengths and Professional Development Planning. The results of teacher observations and evaluations reveal that 95% of the teaching staff qualify as "proficient or Highly Qualified in their ability and skills to effectively teach students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sylvia Cassell Elementary school uses the following local and state assessments to direct instruction and improve student academic growth and achievement:

1. Smarter Balanced Assessment
2. iReady (ELA and Math) benchmarks
3. Envision Unit Assessments; Performance Tasks
4. Benchmark Unit Assessments
5. Language Live Assessments
6. Moby Max
7. Quarterly District Writing assessments
8. English Language Proficiency Assessment for California (ELPAC)
9. SBAC IAB assessments for 3-5 graders

Teachers meet twice a month to analyze individual student data to refine their instruction and provide Intervention and RTI.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction:

Data from the following is used to monitor: The following assessments are used to provide teachers with an accurate representation of individual student growth and progress

Benchmark assessments
Weekly Assessments
End of the Unit Assessments
DDRP (TK)
EPSI (K)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting the requirement of "HIGHLY QUALIFIED" staff:

There are 17 teachers who have their credentials working at Cassell
99% of Cassell's Staff is highly qualified (1 teacher is not HQ)
All 17 of the teachers are fully credentialed
The site administrator is Highly Qualified

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

All 17 teachers were trained on state adopted instructional materials.
All teachers have been trained in the use of Mathematics instructional materials
All of the teachers are currently receiving training on the new English Development Standards; Guided Reading & Balanced Literacy.

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

Cassell instructional leadership team participates and meets through the ILT network. All members create the theory of action together which is reviewed throughout the year. All teachers are participating in grade level collaborations this year with a focus on improvement student participation and student engagement. New eligible teachers will participate in the BTSA support with activities that focus on the use of standards-based reading materials. Teachers are encouraged to participate in new and advanced training which has an emphasis on common core standards-based materials. The school administrator will continue to participate in updated training in areas of the curriculum. Teachers will receive continuous training in collecting and analyzing data. All teachers will be able access data through Illuminate and various sites such as the California Department of Education to drive instruction and provide differentiated instruction to increase academic achievement for all students. All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.

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

The Instructional Leadership Team which consist of teachers from all grade levels attend district wide Professional Development. K - 5 grade teachers, RSP and SDC teachers participate in a separate district wide Professional Development.

Cassell ensures the alignment of staff development to academic standards through the following practices:

The school principal participates in these developments as well.

New eligible teachers will participate in BTSA, with activities that focus on the use of Common CORE based materials. All teachers will focus on refining their transitioning to the new Common Core standards of instruction. All ancillary staff including para-educators will be given the opportunity to participate in workshops that will develop an understanding practices of effect reading fluency and comprehension strategies.

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

Ongoing Instructional assistance and support for teachers (e.g., use of Instructional Language Arts and Math coaches)

The principal, instructional coach, and peer mentors provide on going instructional assistance and support for teachers in the implementation of "Envision" and "Benchmark Advanced" to meet the Common Core standards, Social Studies, and Science Standards. Grade Level Team collaboration at the site are provided every other week, and staff meetings focus on Common Core practices.

Teaching and Learning

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

Cassell has aligned curriculum instruction and materials to content and performance standards through the following practices:

- The school's administrator will continue align standards coaching, supervising and evaluating teachers based on Common Core and 21st Century
- Teacher recruitment, hiring, and evaluations will focus on meeting the state's criteria for the teaching profession.
- Grades K-3 have a minimum of 2.5 hours of Language Arts standards-based instruction, plus 75 minutes of ELD.
- Grades 4-5 have minimum of 2 hours of Language arts standards-based instruction, plus 75 minutes of ELD.
- All textbooks and supplemental materials align with the CA standards.
- School-site evaluations will stress student mastery of standards-based content.
- All new eligible teachers will participate in BTSA, & Intern which focus on standards for the teaching professional. Newly credentialed teachers will be offered opportunity to participate in a new teacher induction program.

As an ATSI identified school for chronic absenteeism for students with disabilities our stakeholders have done a needs assessment around this target area.

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

- Kinder students will receive 90 minutes of Language Arts instruction; 30 minutes of intensive English Language Arts differentiation; 30 minutes of Mathematics including 30 minutes of intense intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- 1st-3rd grades will receive 150 minutes of language arts; 30 minutes of intensive English Language Arts differentiation;

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

All teachers adhere to the "Benchmark and the "Envision" Mathematics Curriculum Maps, which are provided at the beginning of the school year.

Lessons are designed and planned by grade levels which co- incide with the Curriculum Maps.

Weekly Lesson Plans are submitted and monitored by the administrator.

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

Cassell has ensured the availability of standards-based instructional materials for all students through the following practices:

Purchasing the CORE and its workbooks and Ancillary Materials that supplement the CORE

- Benchmark Reading K-5
- District Performance Tasks K-5
- Constructed Meaning Strategies, K-5
- EnVision Math, K-5
- Scott Foresman History/Social Science K-5
- Science A-Z; Transitioning through NGSS in 4th and 5th Grade
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Staff development is provided in research-based practices.
- Parents are given abbreviated versions of their children's grade-level content standards expectations each year.
- Staff development is provided in the use of standards aligned materials.
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

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

Language Arts: Benchmark

K-5 ELD: Benchmark ELD component Remedial Program:

Language Live Mathematics:

K-5 Envision Math History/Social Science:

Scott Foresman iReady K-5

Close Reading and supplemental materials Reader's workshop

Opportunity and Equal Educational Access

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

Cassell provides the following regular program services to enable under-performing students meet standards:

Professional staff development is provided in differentiated instructional strategies in reading, language arts, math, and ELD. The intervention programs are:

- Before/after school Intervention classes will be offered to at-risk students scoring below the proficiency level in language arts; Benchmark Leveled Sceener
- Training in differentiated instructional practices in the area of reading and math is provided.
- Small group tutoring provide by City Year Corps Members
- Daily independent workshop time when teachers work with individual & small groups of students; based on intervention guides of 'Benchmark'
- Principal will serve as resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below the proficiency level of the Smarter Balanced Assessments.
- Students receive Response to Intervention during the daily instructional minutes.
- Research-based educational practices to raise student achievement at this school. Teachers analyze student data weekly to guide instruction plan for each lesson, differentiate instruction, implement interventions, and to better incorporate high yield teaching strategies.

Evidence-based educational practices to raise student achievement

- Cassell has a Student Study Team (SST) which addresses the academic and behavioral needs of students.
- Parenting Classes through the school's Principal's Coffee is used to assist parents in developing their English skills.
- Cassell Staff and the Cassell Neighborhood Association, City Year, offer workshops and training that cover topics of importance to parents and students.
- Parent training is provided by the district/community organizations to help parents support their child's academic progress.
- Before/After school intervention classes are offered to at-risk students scoring below the proficiency level in language arts and math.
- Effective implementation of homework centers at Cassell will focus on the needs of at-risk students.
- After school enrichment programs are offered to students to boost self-esteem and encourage success in academic achievement.

Parental Engagement

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

Cassell Elementary provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive training on technology and instructional strategies, and allow the parents a voice to share ideas and

suggestions to make Cassell a better place for all stakeholders.

- Parent training's are provided by the district to better help parents support their children's academic progress (DELAC, SPARC, DAC).
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A Health Aide is in place to address the health needs of the families.
- The staff and principal provide meetings that cover topics of importance to parents and students.
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first grading mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.
- Counseling Services for students is provided on campus through Foothill and Uplift.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (School Site Council, ELAC, teachers, leadership teams) are involved in the developing of this year's school plan, the analysis of present data and the signing off on this year's plan (2018-2019).

Funding

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

Cassell provides the following categorically funded services to enable under-performing students to meet CCSS standards.

- Effective implementation of Homework Centers at Cassell focused on the needs of at-risk students.
- One of the district's literacy coach, resource teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal based on length of time in the district's

ELD program through district PLCs

- Title I and Title III funds are used to help fund technology and resources which will focus on working with teachers to support low- achieving students..
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.

Fiscal support (EPC)

The school receives Supplemental & Concentration funds (LCAP) and Categorical funds (Title I and Title III).

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

Throughout the school year the school gathers input from various key stakeholder groups. Some examples are students, parents, staff, and community. The school administers a parent survey once a year to gain insight on parents perception on school culture. This is a school generated questionnaire that is used to evaluate parents concerns. This information is reviewed and analyzed in order to assist in making informed decisions on the SPSA. The school site council which consists of the Principal, Certificated Staff, Classified Staff, and Parents will review and discuss the goals established by the SPSA. The School Site Council Committee will review and approve any modifications requested as the year progresses.

Resource Inequities

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

Our data indicates that a high number of our chronic absenteeism are occurring with our students with disabilities (SPED students), and primary students. Consequently, specific programming adjustments and budgetary considerations need to be made in order to intentionally support these subgroups. Resources and allocations will be made to support family awareness and student incentives.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.26%	0%		1	0
African American	0.49%	0.51%	0.83%	2	2	3
Asian	9.85%	9.25%	8.56%	40	36	31
Filipino	5.42%	5.4%	6.63%	22	21	24
Hispanic/Latino	83.00%	83.03%	82.04%	337	323	297
Pacific Islander	%	0.26%	0.28%		1	1
White	0.99%	0.26%	0.83%	4	1	3
Multiple/No Response	%	%	0.83%			0
Total Enrollment				406	389	362

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	67	61
Grade 1	78	72	52
Grade 2	63	81	70
Grade3	61	60	68
Grade 4	61	54	56
Grade 5	70	55	55
Total Enrollment	406	389	362

Conclusions based on this data:

1. Our largest racial student subgroup is Hispanic/Latino with 83%
2. Our second largest student subgroup is Asian with 9.25%.
3. Our third largest student subgroup is Filipino with 6.63%

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	223	233	183	54.9%	59.9%	50.6%
Fluent English Proficient (FEP)	59	48	72	14.5%	12.3%	19.9%
Reclassified Fluent English Proficient (RFEP)	28	10	45	12.3%	4.5%	19.3%

Conclusions based on this data:

1. The number of students within each of the three student group category has remained consistent
2. The English Learners group is our largest sub group, close to 60% of our student population.
3. The data has demonstrated that professional development around scaffolding Instruction and developing language for English Learners.

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	58	57	60	56	55	56	56	55	56	96.6	96.5	93.3
Grade 4	64	56	56	63	55	54	63	55	54	98.4	98.2	96.4
Grade 5	65	61	56	63	60	54	63	60	54	96.9	98.4	96.4
All Grades	187	174	172	182	170	164	182	170	164	97.3	97.7	95.3

* 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	2373.	2401.	2385.	10.71	14.55	10.71	7.14	21.82	26.79	33.93	29.09	19.64	48.21	34.55	42.86
Grade 4	2433.	2405.	2425.	7.94	7.27	9.26	23.81	20.00	20.37	26.98	12.73	27.78	41.27	60.00	42.59
Grade 5	2442.	2455.	2452.	3.17	8.33	11.11	22.22	21.67	12.96	30.16	16.67	25.93	44.44	53.33	50.00
All Grades	N/A	N/A	N/A	7.14	10.00	10.37	18.13	21.18	20.12	30.22	19.41	24.39	44.51	49.41	45.12

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	8.93	18.18	16.07	33.93	45.45	46.43	57.14	36.36	37.50
Grade 4	12.70	7.27	9.26	57.14	45.45	44.44	30.16	47.27	46.30
Grade 5	6.35	10.00	11.11	50.79	40.00	46.30	42.86	50.00	42.59
All Grades	9.34	11.76	12.20	47.80	43.53	45.73	42.86	44.71	42.07

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	10.71	9.09	5.36	41.07	50.91	46.43	48.21	40.00	48.21
Grade 4	19.05	9.09	9.26	44.44	34.55	46.30	36.51	56.36	44.44
Grade 5	12.70	10.00	11.11	46.03	43.33	38.89	41.27	46.67	50.00
All Grades	14.29	9.41	8.54	43.96	42.94	43.90	41.76	47.65	47.56

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	5.36	16.36	7.14	67.86	60.00	67.86	26.79	23.64	25.00
Grade 4	1.59	7.27	3.70	69.84	54.55	64.81	28.57	38.18	31.48
Grade 5	4.76	6.67	11.11	55.56	61.67	55.56	39.68	31.67	33.33
All Grades	3.85	10.00	7.32	64.29	58.82	62.80	31.87	31.18	29.88

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	8.93	18.18	12.50	55.36	58.18	46.43	35.71	23.64	41.07
Grade 4	4.76	9.09	11.11	61.90	54.55	55.56	33.33	36.36	33.33
Grade 5	6.35	6.67	11.11	49.21	56.67	50.00	44.44	36.67	38.89
All Grades	6.59	11.18	11.59	55.49	56.47	50.61	37.91	32.35	37.80

Conclusions based on this data:

1. When reviewing ELA SBAC results, across all three grade levels we have approximately 44% of our students are testing below grade level standards.
2. Our greatest area of strength is listening with 63% at or near standard and 7% above standard. This is a direct reflection of the work teachers did with sequential response and cooperative group roles and presentations.
3. When analyzing data for Writing Producing clear and purposeful writing has demonstrated to be an area that we need to focus on as a school. 47% of our students are meeting below grade level standards. The data has also demonstrated that professional development around scaffolding Instruction and developing language for English Learners as it relates to 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			% 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	57	57	60	57	56	59	57	56	59	100	98.2	98.3
Grade 4	64	56	56	64	55	54	64	55	54	100	98.2	96.4
Grade 5	65	61	56	65	61	55	65	61	55	100	100	98.2
All Grades	186	174	172	186	172	168	186	172	168	100	98.9	97.7

* 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	2411.	2437.	2417.	5.26	17.86	25.42	36.84	33.93	16.95	22.81	28.57	22.03	35.09	19.64	35.59
Grade 4	2434.	2426.	2439.	3.13	3.64	5.56	17.19	14.55	14.81	39.06	38.18	48.15	40.63	43.64	31.48
Grade 5	2428.	2452.	2441.	4.62	6.56	3.64	6.15	8.20	12.73	20.00	34.43	30.91	69.23	50.82	52.73
All Grades	N/A	N/A	N/A	4.30	9.30	11.90	19.35	18.60	14.88	27.42	33.72	33.33	48.92	38.37	39.88

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	29.82	39.29	32.20	29.82	33.93	32.20	40.35	26.79	35.59
Grade 4	9.38	10.91	7.41	32.81	29.09	38.89	57.81	60.00	53.70
Grade 5	4.62	8.20	9.09	20.00	26.23	27.27	75.38	65.57	63.64
All Grades	13.98	19.19	16.67	27.42	29.65	32.74	58.60	51.16	50.60

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	10.53	16.07	16.95	50.88	60.71	49.15	38.60	23.21	33.90
Grade 4	9.38	5.45	3.70	43.75	47.27	46.30	46.88	47.27	50.00
Grade 5	3.08	4.92	5.45	32.31	36.07	40.00	64.62	59.02	54.55
All Grades	7.53	8.72	8.93	41.94	47.67	45.24	50.54	43.60	45.83

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	12.28	30.36	18.64	54.39	51.79	49.15	33.33	17.86	32.20
Grade 4	4.69	7.27	5.56	54.69	43.64	53.70	40.63	49.09	40.74
Grade 5	3.08	8.20	1.82	32.31	44.26	52.73	64.62	47.54	45.45
All Grades	6.45	15.12	8.93	46.77	46.51	51.79	46.77	38.37	39.29

Conclusions based on this data:

1. When reviewing Math SBAC results, across all three grade levels we have approximately 27% of our students who have met or exceeded grade level in Mathematics. In Concepts & Procedures applying mathematical concepts and procedures is an area of strength and weakness; 50% of our students performed at, near, or above standard and 50% below standard.
2. In Communicating Reasoning Demonstrating ability to support mathematical conclusions we see an increase (6%) in students at or near standard than previous years.
3. When reviewing Problem Solving & Modeling/Data Analysis there continues to be a greater percentage of students performing below standard 2% than 2018 SBAC results. The data has also demonstrated that professional development around scaffolding Instruction and developing language for English Learners as it relates to solving & modeling/data analysis.

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	1425.6	1428.3	1441.5	1446.1	1388.3	1386.9	58	47
Grade 1	1465.3	1421.1	1456.1	1435.1	1473.9	1406.7	50	43
Grade 2	1444.5	1434.8	1464.6	1436.0	1423.9	1433.1	28	32
Grade 3	1460.3	1443.0	1454.3	1432.7	1466.1	1453.0	27	23
Grade 4	1469.9	1490.7	1468.9	1474.7	1470.1	1506.2	27	29
Grade 5	1477.0	1510.5	1482.1	1501.9	1471.3	1518.8	29	26
All Grades							219	200

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.59	8.51	39.66	51.06	22.41	36.17	*	4.26	58	47
1	32.00	2.33	38.00	34.88	24.00	37.21	*	25.58	50	43
2	*	3.13	39.29	31.25	*	40.63	*	25.00	28	32
3		0.00	40.74	21.74	*	34.78	*	43.48	27	23
4		13.79	51.85	37.93	*	31.03	*	17.24	27	29
5	*	7.69	55.17	46.15	*	30.77	*	15.38	29	26
All Grades	20.09	6.00	42.92	38.50	22.37	35.50	14.61	20.00	219	200

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
K	43.10	25.53	32.76	42.55	*	25.53	*	6.38	58	47
1	38.00	9.30	36.00	55.81	22.00	16.28	*	18.60	50	43
2	53.57	12.50	*	46.88	*	18.75	*	21.88	28	32
3	*	8.70	48.15	43.48	*	8.70	*	39.13	27	23
4	*	27.59	55.56	37.93	*	17.24	*	17.24	27	29
5	41.38	34.62	*	38.46	*	19.23	*	7.69	29	26
All Grades	34.70	19.50	38.81	45.00	14.61	18.50	11.87	17.00	219	200

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
K	*	6.38	*	19.15	50.00	57.45	22.41	17.02	58	47
1	38.00	2.33	24.00	18.60	22.00	46.51	*	32.56	50	43
2	*	0.00	*	21.88	*	46.88	39.29	31.25	28	32
3		0.00	*	21.74	44.44	26.09	48.15	52.17	27	23
4		10.34	*	41.38	48.15	27.59	*	20.69	27	29
5	*	0.00	37.93	15.38	*	57.69	*	26.92	29	26
All Grades	14.61	3.50	22.83	22.50	34.70	45.50	27.85	28.50	219	200

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	65.52	14.89	27.59	82.98	*	2.13	58	47
1	48.00	27.91	36.00	53.49	*	18.60	50	43
2	50.00	15.63	39.29	56.25	*	28.13	28	32
3	*	0.00	62.96	56.52	*	43.48	27	23
4		20.69	74.07	62.07	*	17.24	27	29
5	37.93	3.85	41.38	69.23	*	26.92	29	26
All Grades	40.64	15.50	42.92	64.50	16.44	20.00	219	200

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
K	20.69	27.66	70.69	63.83	*	8.51	58	47
1	46.00	16.28	48.00	65.12	*	16.28	50	42
2	71.43	28.13	*	46.88	*	25.00	28	32
3	40.74	21.74	*	60.87	*	17.39	27	23
4	48.15	24.14	40.74	62.07	*	13.79	27	29
5	48.28	69.23	*	26.92	*	3.85	29	26
All Grades	42.47	29.50	46.12	56.00	11.42	14.00	219	199

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	*	0.00	77.59	93.62	*	6.38	58	47
1	40.00	9.30	40.00	44.19	*	44.19	50	42
2	*	6.25	39.29	56.25	42.86	37.50	28	32
3		0.00	*	39.13	77.78	60.87	27	23
4		13.79	51.85	48.28	48.15	37.93	27	29
5	*	3.85	62.07	73.08	*	23.08	29	26
All Grades	14.61	5.50	52.05	61.50	33.33	32.50	219	199

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	36.21	23.40	36.21	48.94	27.59	27.66	58	47
1	28.00	0.00	60.00	72.09	*	27.91	50	43
2	*	0.00	60.71	75.00	*	25.00	28	32
3	*	13.04	51.85	52.17	*	34.78	27	23
4	*	27.59	55.56	62.07	*	10.34	27	29
5	37.93	3.85	44.83	80.77	*	15.38	29	26
All Grades	27.85	11.50	50.23	64.50	21.92	24.00	219	200

Conclusions based on this data:

1. The percentage of students that needed to take the ELPAC decreased slightly in the 2018-2019, but was not significant based on percentage of total students.
2. The Writing Domain had the largest of percentage of students who were somewhat/moderately at 75.00. The data has also demonstrated that professional development around scaffolding Instruction and developing language for English Learners as it relates to writing.
3. Data reflects that a majority of our students still tend to be clustered in the 'somewhat/moderately' category in most domains.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	90.2	59.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	59.9
Socioeconomically Disadvantaged	351	90.2
Students with Disabilities	40	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian	1	0.3
Asian	36	9.3
Filipino	21	5.4
Hispanic	323	83.0
Two or More Races	4	1.0
Pacific Islander	1	0.3
White	1	0.3





Conclusions based on this data:

1. There is a significant percent of our student population who are classified as socioeconomically disadvantaged (90.1%).
2. English Learners make up 55% of our student population.
3. The largest racial group that continues to make up our student body is our Hispanic population at 83%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Orange		

Conclusions based on this data:

1. According to the ELA CAASPP student data, Cassell students performed in the second lowest performance band. According to the Math CAASPP student data, Cassell students performed in the middle performance band.
2. According to the Suspension data, Cassell was ranked in the highest performance band.
3. According to the Chronic Absenteeism data, Cassell was ranked in the second lowest performance band.

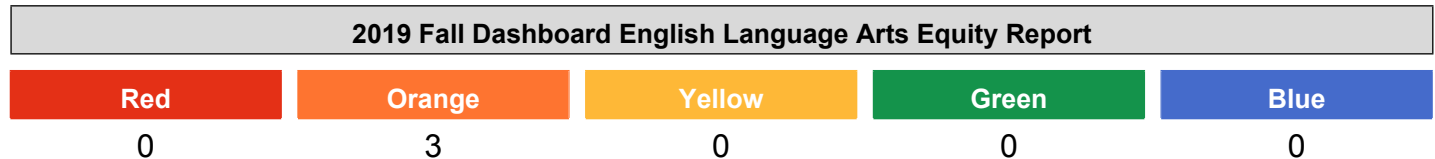
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange 46.9 points below standard Maintained -1.8 points 158	 Orange 67.6 points below standard Declined -8.2 points 99	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 53.2 points below standard Maintained ++0.1 points 142
		 No Performance Color 98 points below standard Declined Significantly -56.9 points 23		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 15.1 points above standard Increased ++13.2 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.6 points below standard Maintained -1.8 points 132	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.4 points below standard Declined -10.3 points 66	2.1 points above standard Increased ++4.1 points 33	23.4 points below standard Declined -4.6 points 47

Conclusions based on this data:

- Although our students with disabilities are still performing below standard, based on the 2018 CAASPP ELA data, students with disabilities increased by 35.9 points.
- Based on the 2018-2019 CAASPP ELA data for Reclassified English Learners and English Only increased their performance levels.
- Based on the 2018-2019 CAASPP ELA data for English Learners and identified as socioeconomically disadvantaged declined in performance band.

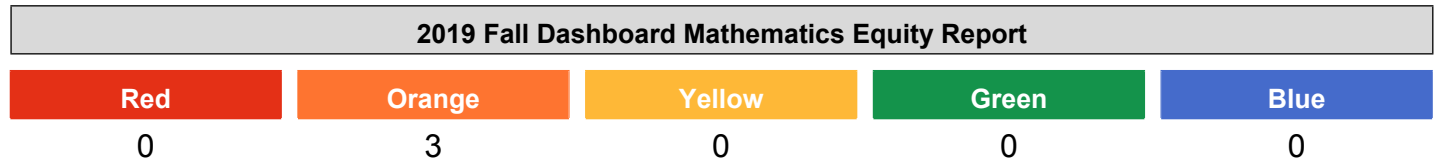
School and Student Performance Data

Academic Performance Mathematics





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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div>  <p>Orange</p> <p>46.7 points below standard</p> <p>Maintained -2.5 points</p> <p>157</p> </div>	English Learners <div>  <p>Orange</p> <p>57.4 points below standard</p> <p>Declined -6.6 points</p> <p>99</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>Orange</p> <p>53.1 points below standard</p> <p>Declined -3.7 points</p> <p>142</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>81.5 points below standard</p> <p>Declined Significantly -15.7 points</p> <p>22</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian	Asian  No Performance Color 14.7 points above standard Increased ++8.4 points 15	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Orange 59.6 points below standard Declined -5.5 points 131	Two or More Races	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 88.9 points below standard Declined Significantly -15.1 points 66	Reclassified English Learners 5.6 points above standard Increased Significantly ++16 points 33	English Only 30.7 points below standard Increased ++4.9 points 46
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Conclusions based on this data:

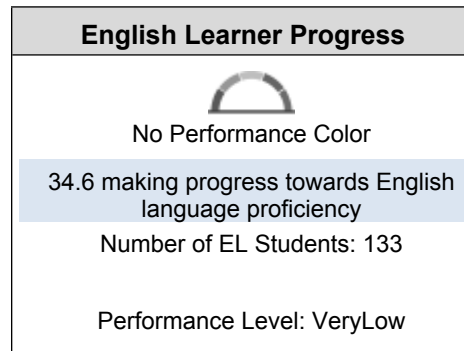
1. Based on the 2018-2019 CAASPP Math data, English Learners, Socioeconomically disadvantaged, and Students with Disabilities all increased in performance level. All students overall increased their performance level.
2. Based on the 2018-2019 CAASPP Math data by race and ethnicity, Hispanic students experienced an increased in performance level. Asian students experienced a decrease in performance band.
3. According to the 2018-2019 CAASPP Math data English Learners and English Only students experienced an increase in performance level. Students who are identified as reclassified English Learners maintained their performance band.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8	40.6		34.5

Conclusions based on this data:

1. Approximately 63% of students who took the ELPAC earned a score that shows that they were moderately to well developed with their English Language skills.
2. Approximately 37% of students who took the ELPAC earned a score that shows that they were somewhat to the beginning stages with their English Language skills.
3. The data has also demonstrated that professional development around scaffolding Instruction and developing language for English Learners will continue to be a priority.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data available.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 18 Increased +2.4 422	English Learners  Orange 16.7 Increased +2.4 252	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Red 19.3 Increased Significantly +3.4 384	Students with Disabilities  Red 26 Increased +3.6 50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Orange 8.1 Increased +3.6 37	Filipino  No Performance Color 4.5 Increased +4.5 22
Hispanic  Orange 19.4 Increased +2.3 351	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Based on the 2018 Chronic Absenteeism data all students with disabilities is the subgroup with the most increase +3.6.
2. Based on the 2018 Chronic Absenteeism data Students with disabilities and English Learners saw an increase in performance band within the red band. Based on the 2018 Chronic Absenteeism data students identified socioeconomically disadvantaged students experienced an increase in the orange band.
3. Based on the 2018 Chronic Absenteeism data Students identified by ethnicity Hispanic students experienced an increased in the orange performance band while Asian students experienced an increase in the yellow performance band.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data available

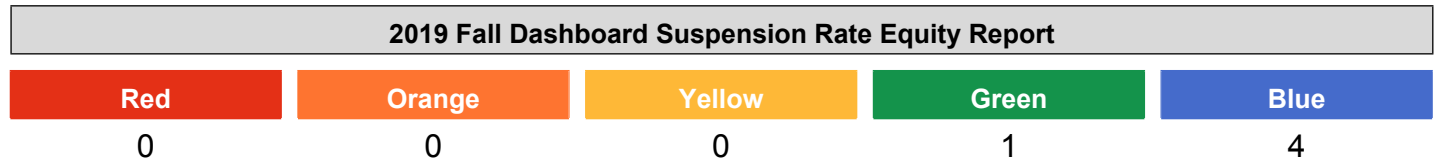
School and Student Performance Data

Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5 Maintained -0.2 429	English Learners  Blue 0.4 Declined -0.4 255	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless	Socioeconomically Disadvantaged  Blue 0.5 Maintained 0 390	Students with Disabilities  Blue 0 Declined -1.7 52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 4	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0 Declined -2.2 38	Filipino  No Performance Color 0 Maintained 0 22
Hispanic  Green 0.6 Maintained 0 357	Two or More Races  No Performance Color Less than 11 Students - Data 4	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  No Performance Color Less than 11 Students - Data 1

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.5

Conclusions based on this data:

1. According to the 2018-2019 suspension data, All students overall maintained their performance bands. English Learner and Students with disabilities subgroups increased their performance, and Socioeconomically disadvantaged maintained.
2. Based on the 2018-2019 suspension data, Hispanic students maintained their blue performance band and Asian students experience an increase.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

Build and increase students' comprehension skills by targeting the development of reading behaviors as identified through guided reading and small group practices in reading and math.

Identified Need

When reviewing ELA SBAC results, across all three grade levels we have approximately 42% of our students testing below grade level standards in their abilities to demonstrate understanding of literary and non-fictional texts. Our greatest area of strength is listening with 63% at or near standard and 7% above standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 SBAC Reading Claim; demonstrating understanding of literary and non-fictional texts.	42% are below standard	32% are below standard.

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

Involvement: (Involve parents and community in planning and implementing the school plan)

Involvement:

Informational meetings to educate parents about the ELA common core standards and how they can participate in moving their children towards mastery.

Newsletters and other informational documents sent to all students' homes with important information about the academic programs.

The SST process includes parents in addressing the particular needs of referred under-performing students.

Increase parents' knowledge and involvement in student academic progress in ELA through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, ELAC, Principal's Coffees, Resource Fairs etc.)

Principal and Community Liaison provides on-site parent workshop sponsored classes for parents and community members.

Host parent meetings for at-risk students to help them learn how best to help their children with academic tasks.

Host literacy nights, Read Across America, and other events to get parents on campus reading with their children.

Host Math nights &/or STEAM Nights/ events to get parents on campus reading with their children.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,900	Title I 4000-4999: Books And Supplies Materials & Supplies: Hosting for Family Events and Classes
4,000	Title I 2000-2999: Classified Personnel Salaries Extended Duty Classified for Family support, parent engagement, translations, family outreach.
3,000	Title I 1000-1999: Certificated Personnel Salaries Extended Duty: EL, SST coordinator and facilitator

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

Standards, Assessments, and Accountability:
(Comprehensive assessment and analysis of data)

Principal will conduct weekly classroom walkthroughs using the district tools with a minimum of each teacher once per week. Teachers will receive immediate feedback in written and verbal form after debriefing.

The principal will conduct at least one formal and one informal observation on each teacher that is due during the year. The principal will follow the timelines and use the California Standards of the Teaching Profession to guide her observations \ evaluations.

All staff and grade level meetings will focus on data analysis, deep planning of instruction, and staff development. Teachers will meet regularly to analyze student learning and consider new strategies and best practices.

All classrooms will post and utilize a Classroom Close reading wall; Benchmark/Envision anchor charts/posters; post common core standards.

ELD Groups and Scaffold instructional supports.

Teachers will use supplemental passages from scholastic readers to focus on critical thinking and close reading.

Teachers will receive professional development to ensure all teachers can navigate data zone, illuminate, iReady to pinpoint areas of differentiation for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Print shop items for classroom posters & anchor charts ELA & Literacy/Math/Science/SS/
5,500	Title I 1000-1999: Certificated Personnel Salaries Extended Duty: PD on instruction, Backwards Planning
2,000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Print shop items for classroom posters & anchor charts ELA & Literacy/Math/Science/SS/

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staffing and Professional Development:

Staff receives professional development in the analysis of assessment data & data management systems during grade level collaboration.

Principal, City Year, & Little Heroes will provide time for regularly scheduled grade level collaboration to engage in ROCI & instructional planning with City Year.

Staff development is offered to teachers, administrator, and other staff in best practices for addressing standards using district-adopted curriculum; Benchmark, CCSS, Envision.

Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices.

Principal will provide support for teachers through release time as needed to observe each other and engage in peer coaching.

Instructional PD for English Language Arts; Contract Services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I
1000-1999: Certificated Personnel Salaries
Substitutes for release time as needed peer coaching

1,000

Title I
4000-4999: Books And Supplies
Materials and Supplies for Staff PD

2,100

Title I
1000-1999: Certificated Personnel Salaries
Subs for Grade Level Release and Planning;and/or intervention

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

Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)

Students not meeting standards or proficiency are targeted for extended learning time in interventions & programs before & after school.

Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.

Teachers will be allotted \$200.00 each to purchase supplemental materials to provide equal educational access to the state standards.

Enrichment activities before, during and after school meet the needs of all. All Cassell students will have an opportunity to participate in Little Heroes during recess and after school program.

Enrichment activities and learning. All Cassell students will have an opportunity to participate in an off site learning experience field trip to expand their knowledge. Transportation for each grade level will be provided.

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)
20,000	Title I 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes
8,000	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Contracted Services - Little Heroes
3,600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials & Supplies (\$200/ Teacher)
4,500	Title I 5000-5999: Services And Other Operating Expenditures Field Trip-Fees Admission
4,500	Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation

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

Teaching and Learning:

Define steps to intended outcomes:

All core and supplemental curricular materials are aligned to standards and are not supplanting any of the programs.

Purchase classroom supplies, materials, and equipment such as, but not limited to: Reading rugs for K-2 grades to support routines, supplemental RLA materials, classroom library books, newspapers, AV equipment, smart boards (Epson projectors) printers, computers and/or carts, software, maintenance of computers and print shop orders. Additionally, all students will have access to technology to improve: vocabulary, language skills and provided blended learning opportunities such as not limited too; instructional assemblies, workshops, and extra classes.

Daily lesson plans focus on lesson objectives that are posted for all students to view and use.

Equipment and supplies necessary to duplicate curricular and supplemental language arts material, including homework, is available and well maintained.

Principal will observe teaching to ensure teachers stays on curriculum objective.

Principal will conference with teachers on a needs basis if teachers are digressing from the standards, objectives, or curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Title I
4000-4999: Books And Supplies
Ready to Go Classroom Library sets per each grade level classroom

500

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Instructional Materials & Supplies

8,600

Title I
4000-4999: Books And Supplies
Instructional Materials & Supplies

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

Describe reform strategies that allow all students to meet/exceed standards:

Cassell uses the Response to Intervention Model in grades 3 through five and RSP. Language Live!

Is used in grades 3,4,5 for students in RSP.

The Principal completes weekly Classroom Observations observing each teacher a minimum of once per week. Principal is looking for ways the teacher has included the 4C's, as well as close reading and constructed responses in all subject areas.

All teachers have the opportunity to visit model classrooms to learn strategies to meet the needs of all students.

Teachers work together during staff and grade level meetings to monitor and revise lessons to meet the needs of all students.

All teachers will have the opportunity to engage in differentiated professional development with during optional PDs as well as through GLC and staff mtgs.

All teachers will use the school-wide data assessment system to analyze data and create goals to meet the needs of all students during grade level collaboration.

All teachers have the opportunity to attend both district and site-led PD's.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Provide strategies responsive to student needs:

All teachers have access to standards-based software programs such as, but not limited to, typing agent and reading a-z.

Teachers and students access relevant websites to facilitate instruction and to provide meaningful workshop activities in all grade levels. Students use laptop carts and PC's to access information for inquiry and investigation.

Teachers use the latest technology (Promethean Boards, LCD Projectors, laptops, responders, speakers, hardware, wiring, mounting of equipment) to respond to all student needs and maintain high engagement.

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)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Increased learning time:

The daily instructional minutes schedule is developed by grade-level teams in collaboration with administration.

District pacing guides for all curriculum are followed with fidelity. Some teachers will need to modify the pacing plan to meet the needs of their students.

City Year will provide interventions during the day as well as during expanded learning 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)

0

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

Involve teachers in academic assessments:

Principal will review data for all grades and meet with teachers to discuss data results. An adequate number of computers/printer are available and maintained in every classroom.

The Principal & Teachers will analyze CAASPP data, CELDT, & iReady and apply analysis of results to instruction of content standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Provide an environment conducive to learning:

Teachers have access to LCD projectors and technology that supports full engagement of students (Promethean Boards, remote responders, etc.)

All classrooms are equipped with necessary items to fully and effectively implement curriculum.

Goals and objectives are posted and used by the classroom teacher, students or may be found embedded in the flip charts. This allows all involved to know the outcome of each lesson. Verbal communication of purposes and goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Cassell staff continued to focus on small group instruction by identifying focus group students. This has demonstrated to decrease in students who were identified as intensive and will continue to be a focus in the 2020-2021 school year.

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

Some of the major differences occurred with the school year transitioning to distance learning. This prevented several of our major events from taking place including our annual family literacy night and after school interventions.

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.

In the upcoming school year, due to COVID-19 and enrollment, funding may look different. Therefore changes will be necessary based on funding allocations. Although the goals will remain, things such as PD opportunities will occur via ZOOM or other digital platforms; digital zoom interventions may occur; more digital based intervention platforms used for assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

Reinforce and strengthen students overall achievement in Math problem solving and modeling skills.

Identified Need

When reviewing Math SBAC results, across all three grade levels we have approximately 27% of our students who have met or exceeded grade level in Mathematics. In Concepts & Procedures applying mathematical concepts and procedures is an area of strength and weakness; 50% of our students performed at, near, or above standard and 50% below standard.

Students are expected to demonstrate proficiency based on three claims

1. Applying mathematical concepts and procedures
2. Problem Solving & Modeling/Data Analysis; Using appropriate tools and strategies to solve real world and mathematical problems
3. Communicating Reasoning; Demonstrating ability to support mathematical conclusions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 2019	54% of students are at or Near standard.	increase of 10% at or near grade level standard.

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

Involvement:

Informational meetings are held to educate parents about the Math standards and how they can participate in moving their children towards mastery.

Bi-monthly newsletters and academic flyers are sent to all students' homes with information regarding math events and professional developments.

Parents attend SST meetings as they are integral to the SST process and the academic achievement of their children focusing on students at risk and ELLs.

Provide volunteer opportunities for parents and community organizations such as City Year, to participate in the education of our students.

Teachers will increase parents' knowledge and involvement in math during parent/teacher conferences, report cards, quarterly progress reports, and conferences throughout the year.

The principal will host various monthly parent meetings throughout the year including but not limited to Principal's Coffees, School Site Council (SSC), and English Language Acquisition Committee (ELAC).

A minimum of one Family Math Night will be offered to engage students, parents and teachers in math through fun math games and puzzles. Parents and students will leave with ideas to help their children at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Standards, Assessments, and Accountability:

Teachers will meet a minimum of twice per month in grade levels to analyze student data/achievement in math using ROCI to plan instruction, acceleration, and remediation as needed.

Teachers will collaborate in grade level teams to specifically analyze data from iReady to determine small group interventions.

Teachers will use the results of iReady Assessments to place students in classes and/or workshop stations.

Teachers will supplement the content when necessary as areas are identified by grade level.

All teachers have the use of a laptop computer to have access to student data through Illuminate, data-zone, Envision or websites such as the California Department of Education (CDE).

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staffing and Professional Development:

Staff receives professional development in the analysis of assessment data and the data management systems.

Staff development is offered to teachers, administrator, and other staff in best practices for addressing standards using district-adopted curriculum from the district

Teachers participate in professional learning communities; all grade levels will be provided with release time by either City Year or sub release days.

Principal provides ongoing coaching and staff development opportunities to all teachers in full implementation of the math curriculum and best practices.

Staff meetings are dedicated to backwards planning math standards and skills on performance tasks

Teachers, administrator, and support staff are given opportunities to attend relevant professional development workshops.

City Year will provide tier 3 support to students in the intensive band for 3 times per week.

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	Title I 4000-4999: Books And Supplies Supplemental materials for student engagement.
3,000	Title I 1000-1999: Certificated Personnel Salaries Extended duties

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

Opportunity & Equal Educational Access:

Teachers will focus on At-Risk students during workshop time (pull-out).

Under-performing students are targeted for extended learning time in intervention programs during school by City Year and through our expanded learning program.

Little Heroes Academy provides after school homework club to students identified as "at risk".

Students are identified for extended learning time and tutoring during the school day based on ongoing assessment results.

Enrichment activities during and after school address the specific needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Teaching and Learning:

Grade-level cluster meetings are held to coordinate instruction, ensure consistency, and adherence to district curriculum.

Teachers will follow pacing charts for instruction. Lesson plans will be based on content standards and curriculum objectives.

Principal and District Staff conduct weekly walkthroughs to provide feedback on instruction and environment. Feedback is given immediately in the form of an emailed letter to all teachers describing what is working and a few items to work on for the next visit.

Benchmarks and rubrics used to assess teacher instruction and student learning.

All core and supplemental math curricular materials are aligned to standards and are rigorous.

Standards-based supplemental math curricular materials and supplies are made available to all teachers.

Daily lesson plans focus on lesson objectives and Common Core state standards.

All teachers require students to provide evidence when answering questions.

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)

0

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

Describe reform strategies that allow all students to meet/exceed standards:

Teachers require students to orally explain all answers through choral responses, turn and talk, etc.

Teachers provide district Math Assessments

Teachers provide intervention and small group support; before, during, and after school.

Teachers use gradual release to model math concepts as well as manipulatives.

Classroom Walkthroughs allows the Principal to observe individual students that need remediation and conference with the teacher to plan action.

Teachers adjust the curriculum, pacing, homework, etc. to meet the needs of all students.

Teachers in grades K-5th provide online learning athways through iReady.

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)

6,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extended Duty Interventions

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

Provide strategies responsive to student needs:

Students use manipulatives and are given multiple ways to solve a problems.

Gradual release is provided during all lessons

Relevant, standards-based software programs (such as iReady, Discovery Education etc.) and websites are available in all classrooms to facilitate instruction and to provide meaningful workshop activities in all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Increased learning time:

Students will receive at least 75 minutes of math instruction plus additional time with “push in and pull outs” workshop. The workshop component of the curriculum is implemented in every classroom.

Homework assignments for all students in grades 1-5 include math vocabulary practice on standards and memory of math facts and formulas.

Use established grade-level targets for math to identify students for after school intervention programs.

A daily instructional minutes schedule is developed by grade-level teams in collaboration with principal.

The district pacing guide for math curriculum is followed with fidelity, but may be supplemented, but not uplanted with careful consideration of student progress and discussion with grade-level team and principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Involve teachers in academic assessments:

All Teachers will meet a minimum of twice monthly during GLC to assess data and plan for small group interventions; 3rd-5th Grade will meet every other week with City Year & Little Heroes Release support

Principal and will meet with staff and/or grade levels to discuss assessments and plan for interventions when needed assessment data systems.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Provide an environment conducive to learning:

All students will have textbooks, workbooks and supplemental materials available for immediate instructional use.

All classrooms will be welcoming and inviting for student learning.

An adequate number of computers and a printer are available for all students including English Learners and maintained in every classroom and central work areas.

All teachers in grades first through fifth have laptops, Promethean Boards (Technology Equivalent; Epson Projectors) The kindergarten teachers have laptops and LCD projectors. Technology assists to fully engage all students.

All classrooms are equipped with necessary items to fully and effectively implement curriculum such as; whiteboard easels, chart paper, math manipulatives, calculators, 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)

4,100

Source(s)

Title I
4000-4999: Books And Supplies
Materials & supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This was a new focus goal as our students could benefit from math interventions through comprehension skills. Cassell staff will implement our focus group strategies to identify student groups and needs. Cassell staff continued to focus on small group instruction by identifying focus group students. This has demonstrated to decrease in students who were identified as intensive and will continue to be a focus in the 2020-2021 school year.

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

Some of the major differences occurred with the school year transitioning to distance learning. This prevented several of our major events from taking place including introducing our Math Family night after school interventions targeting our ELL students and families.

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.

Currently there isn't any plans to make changes to this goal, metrics, or strategies to achieve this goal. In the upcoming school year, due to COVID-19 and enrollment, funding may look different. Therefore changes may be necessary based on funding allocations. Although the goals will remain, things such as PD opportunities will occur via ZOOM or other digital platforms; digital zoom interventions may occur; more digital based intervention platforms used for assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 3

All students will move a minimum one band as measured by the ELPAC We will redesignate 30 ELLs based on ELPAC, academic performance, and teacher recommendation.

Identified Need

Approximately 63% of students who took the ELPAC earned a score that shows that they were moderately to well developed with their English Language skills we saw a decrease in students who were RFEP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of RFEP students	16-17 RFEP 17% 17-18 RFEP 12% 18-19 RFEP 5%	RFEP approximately overall 20%

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

English Language Learner students will be grouped according to their ELD proficiency levels during designated ELD.

In 4th & 5th grade
Teachers will use UbD (Understanding by Design) when backwards planning performance tasks

Professional development will be provided during grade level release time

School staff will monitor English Learners (ELs) using the ELPAC, state- wide testing, district benchmarks, site common assessments, and site computer programs to track academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Standards, Assessment and Accountability:

City Year will support differentiated reading support and instruction by ELPAC level

RSP provider will provide additional support for students with an IEP and designated intermediate ELPAC Level.

English Learner (EL) students not making adequate progress In English Language Arts (ELA) and/or mathematics will be targeted with small group instruction and receive intervention with researched based strategies during the instructional day and/or before or after school intervention.

Upon re-designation, students will be monitored for 2 years to ensure academic success.

EL site coordinators will monitor and process paperwork to ensure timely response with documentation.

Student progress on assessments and progress towards standards will be communicated to parents in English and Spanish. Staff will attempt to provide primary language support for meetings and conferences.

Headphones can be provided to students to take assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All ELL sub groups

Strategy/Activity

Opportunity & Equal Access:

English Learner (EL) students will receive 30 minutes minimum of Designated ELD instruction within the school day.

Parent of English Learners will be notified of their child's progress on acquiring English language proficiency 2 times per year through report card.

All students will have access to iReady and will be provide with earbuds

Supplemental materials will be provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All ELL sub groups

Strategy/Activity

Teaching and Learning:

The school will provide additional materials to include additional aspects of constructing meaning support.

English Learner (EL) students will received differentiated instruction appropriate to their English proficiency levels.

The instructional program for English Learners (ELs) will be designed and implemented to ensure that they work towards mastery of standards for their respective grade.

Teachers will plan lessons, check for understanding during instruction, assess student learning formally and informally, and monitor achievement for their English Learner (EL) students.

Teachers will use information gathered from multiple measures and observations to make instructional decisions for students.

Teachers will have Core and ancillary instructional materials to support closing the achievement gap will be utilized in every classroom. Materials such as: Benchmark and EnVision Math will be used to support student learning.

Opportunities for intervention and/or enrichment during the class and/or before/after school will be part of the educational programs.

Teachers will have access to copy machines to create booklets, supplemental materials, 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)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

School focus on small group instruction by identifying focus group students demonstrated a decrease in students who were identified as intensive. Focus groups that had identified ELL in intensive received additional support through ELD; in 3rd-5th grade tier II support and intervention through city year. Cassell staff continued to focus on small group instruction by identifying focus group students through distance learning. Students who were identified as intensive will continue to be a focus in the 2020-2021 school year.

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

Some of the major differences occurred with the school year transitioning to distance learning. This prevented several of our major events from taking place including our annual family literacy night and after school interventions.

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.

Currently there isn't any plans to make changes to this goal, metrics, or strategies to achieve this goal. Will continue to monitor through our GLC and small focus group instruction. However, in the upcoming school year, due to COVID-19 and enrollment, funding may look different. Therefore changes will be necessary based on funding allocations. Although the goals will remain, things such as PD opportunities will occur via ZOOM or other digital platforms; digital zoom interventions may occur; more digital based intervention platforms used for assessments.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Students with special needs will attain a minimum of 70% proficiency on their yearly IEP goals.

Identified Need

Although our students with disabilities are still performing below standard, based on the 2018 CAASPP ELA data, students with disabilities increased by 35.9 points.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing ELA IEP goals with 100%	2018 CAASPP ELA data, students with disabilities increased by 35.9 points.	Students with disabilities performing below standard in ELA will decrease by 10%.

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 with disabilities

Strategy/Activity

Teacher will use language live with supplemental common core materials.

Teachers will be released to observe other classrooms who are implementing common core.

Teachers will have access to Smartboard Technology and document cameras.

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)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with disabilities

Strategy/Activity

Professional Development

Staff members will participate in PD on Language, common core standards, etc.

Identified teachers will develop IEP's which meet academic and social needs of identified students.

Teachers are responsible for scheduling IEP meetings throughout school year.

The meetings will review student progress, goals, and behavior concerns if applicable.

Include SPED teachers in grade level collaborations on Tuesday meetings

Staff members will participate in PD on Language! Live and Read Well, common core, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with disabilities

Strategy/Activity

Identified Teachers will utilize teaching and learning practices which increase academic proficiency of identified students.

On a daily basis identified teachers will:

- Provide a gradual release model
- Supplement instructional materials to meet the needs of all learners with disabilities.
- Check for understanding, modifying and adjusting lessons as necessary.

Incorporate common core into lessons Use a variety of hands on materials and enhance lessons with the use of technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with disabilities

Strategy/Activity

Teachers will assess students and share the progress at meetings with families including conferences, IEPs, 504 meetings, etc.

Teachers will ROCi around data. Teachers will meet with general ed grade levels to plan lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

With our overall school focus on small group instruction by identifying focus group students, SPED teachers will have opportunities to collaborate and review grade level standards based planning.

Through this collaboration teachers will be able to support students individualized goals better as a team.

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

Some of the major differences occurred with the school year transitioning to distance learning.

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.

This is a new focus goal as to support our students with disabilities in a more targeted fashion. Our special education teachers and general education teachers will have opportunities to collaborate through our subject specific GLC's. In the upcoming school year, due to COVID-19 and enrollment, funding may look different. Therefore changes will be necessary based on funding allocations. Cassell Staff will add chronic absenteeism for students with disabilities as an added area of focus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By 2020-2021, teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the students they are teaching.

Goal 5

All teachers will be highly qualified and will continue to develop their skills through professional development with Common Core Standards.

Identified Need

Ensure that school is properly fully staffed with teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Working with our Human Resources Department to ensure that school site is fully staffed at start of the school year.	Number of FTE allotments are filled. 2020-2021 17 FTE	To remain fully staffed by end of year.

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

Staffing and Professional Development:

Professional Development differentiated by grade level, teacher, etc.

Only highly qualified teachers with the appropriate certification will be hired to fill openings and provide instruction to students.

All staff members will be recruited, trained, and assisted to ensure the effectiveness of the instructional programs. The strategies to attract highly qualified teachers will include opportunities to participate in professional learning communities (PLCs) in grade level teams, and a supportive school climate that promotes teamwork.

All staff will be provided release days to plan and prepare lessons to meet the needs of all learners especially focusing on English Language Learners.

Teachers will attend district PLCs (TK, IL PLC, ILT, constructing meaning).

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)

0

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Continue to work and ensure that our school site is fully staffed.

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

If any staffing changes occurs work with teachers to ensure that students are still receiving a high quality and rigorous instruction.

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.

This is an ongoing recurring goal and currently there isn't any plans to make changes to this goal, metrics, or strategies to achieve this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a positive school climate where physical and emotional conditions exist for an effective learning environment. Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 6

All parents will be supported to best meet the needs of their children, and they will feel that Cassell Elementary School is a safe, positive place to be.

Identified Need

Data used to form goal; feedback from parent workshops, end of year parent surveys, parent coffees, and school events, and school site council.

Based on 2018-2019 End of Year Parent Climate survey reports that 90% of children feel safe at school (290 responses). Parent comments identify looking for more security and/or supervision programs. Although our individual climate survey yield a 90% satisfaction rate our goal is reach 100% satisfaction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of Year Parent Survey	Survey data: 90% Strongly Agree &/or Agree a sense of belonging	100% Strongly Agree &/or Agree feeling a sense of belonging

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

Monthly parent workshops will be provided including, but not limited to, common core, technology, reading and math, language arts strategies.

Our community liaison will work directly with the parents to provide workshops.

Share goals and upcoming events during parent coffee.

Night events will also be held including a spelling bee, ELA & family nights.

Resources are available online including useful websites to support with common core transition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Principal will monitor best practices to promote an environment conducive to learning.

SSC will conduct regular review of the School's Safety Plan.

The Principal and teachers will work with the school's counselor (from Foothill Counseling) will work directly with parents of students who are socially and emotionally at-risk and provide outside resources and referrals.

Discuss student safety issues with parent during monthly community meetings.

Purchase of items pertaining to safety issues. Including items but not limited to cones, barriers, and/or general safety items

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staffing and Professional Development:

Use of research based professional publications and strategies focused on school culture to meet our goals; e.g. restorative justice.

Instructional Leadership Team will facilitate courageous discussions focused equity, development, of effectivity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Opportunity & Equal Educational Access

Each morning school will start the day to allow for the daily announcements, and reinforce school culture and rules; Be Safe, Be Respectful, Be Responsible.

Every month each class will recognize students for improvement; effort, achievement, attendance 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)

1,250

Source(s)

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Student recognitions

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Use of incentives and recognition support materials to increase student participation in educational programs such as After School Interventions.

High Standards and expectations for all students.

School and classroom incentives that promote positive student attitudes and support health and fitness.

Little Heroes Coach will train and monitor Little Heroes junior coaches.

Social Emotional Mentorship through; City Year and Little Heroes.

Provide behavioral counseling through Foothill Community Center, counseling interns for students in crisis or in need of behavioral interventions.

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)

1,250

Source(s)

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Student incentives

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Positive school climate events; such as ELA, Science, Back to School Nights, Walk-thon, Unity Day, Cesar Chavez march and plays, and Carnival were identified as a few of the families most appreciated events.

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

Leadership team planned along with staff, more targeted family events that will incorporate positive opportunities for families to engage with the school, staff, and community. Some of the major differences occurred with the school year transitioning to distance learning. This prevented several of our major events from taking place such as our Family Literacy Nights, Walk-thon, Unity Day, Cesar Chavez march/plays, and Carnival.

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.

In the upcoming school year, due to COVID-19 and social distancing requirements funding may look different. Therefore changes will be necessary based on funding allocations. Although the goals will remain, things such as our meet and greet before school year starts and targeted family engagements may be affected.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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.

Amount(s)	Source(s)
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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	\$90,633.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,000.00

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 (\$)
Title I	\$93,400.00

Subtotal of additional federal funds included for this school: \$93,400.00

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 (\$)
	\$0.00
LCFF Supplemental/Concentration	\$16,600.00

Subtotal of state or local funds included for this school: \$16,600.00

Total of federal, state, and/or local funds for this school: \$110,000.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	93400	0.00
LCFF Supplemental/Concentration	16,600	0.00
ATSI	5,000	5,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Dr. Sandra Puerta-Sarmiento	Principal
Evelin Cruz	Parent or Community Member
Leticia Morales	Parent or Community Member
Emma Vidal	Parent or Community Member
Joseph Villareal	Parent or Community Member
Jennifer Alderette	Classroom Teacher
Can Shen	Classroom Teacher
Susan Allen	Other School Staff
Norma Gonzalez (alternate member for Other Staff)	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

Other: Parent Teacher Organization

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 May 18th, 2020.

Attested:

Principal, Dr. Sandra Puerta-Sarmiento on

SSC Chairperson, Susan Allen on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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