School Year: **2022-23**

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
Twelve Bridges Elementary School	31 66951 0106443	October 10, 2022	November 1, 2022

Table of Contents

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).

A survey was given to staff in April of 2022 to evaluate and reflect upon the impacts of the COVID pandemic on students' academic performance and emotional well-being in comparison with the time before COVID. Staff were concerned with students' problem solving skills, peer-relationships, resilience, and an overreliance on teachers in the classroom. Some major takeaways from the survey:
In comparison to same age/grade-level students pre-COVID:
- 64.3% of staff felt that the current students were below in literacy
- 39.3% of staff felt that the current students were below in math
- 82.2% of staff felt that the current students' social-emotional wellness was below

The California Healthy Kids survey was given in 2018, 2020, and again in 2022 to all of the 5th grader in the school district. The results of that survey showed that 87% of students feel safe at school and 97% of students are treated with respect.

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

Both formal and informal observations are conducted throughout the year by the school administrator. Teachers are observed engaging students in a consistent implementation of the state and district adopted curriculum. Teachers are formally evaluated every other year and new teachers have formal observations three times a year. Formative observations are conducted through frequent informal visits where feedback is provided for the teachers. We have been utilizing district consultants who assist us in providing effective feedback to teachers and conversation starters for increasing students outcomes.

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)

At the start of each year, teachers review student performance on required state and local assessments to evaluate the effectiveness of the instructional program, make adjustments, and establish new goals for the coming year. Through a review of this and other data sources, in conjunction with our school mission/vision, staff identify areas of need to be addressed. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth for all students. The i-Ready diagnostics, as well as several other grade-level assessments, are used as academic screeners to identify students who need additional support. Once our students are identified, targeted intervention is provided. For students receiving reading intervention, additional assessments are given at the beginning of the intervention and throughout the year to monitor progress.

The leadership team also analyzes our schoolwide and grade-level SBAC data in both ELA and math. The team identifies areas of need and goals as we look at trends from longitudinal SBAC data and data from the most current results.

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

The staff meet weekly in professional learning communities (PLCs) to set short-term and long-term goals, develop common formative assessments, review student performance data, and implement intervention/enrichment strategies and best practices to ensure that students are reaching proficiency at their current grade level. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth. We also utilize an MTSS committee whose purpose is to review data and make intervention recommendations for specific students not making progress. Students not making progress with the interventions in place from the MTSS team are referred to our Student Study Team (SST) for additional actions, interventions, and strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and are provided with staff development opportunities at staff meetings and through county and district professional development programs. We have been experiencing a substitute teacher shortage which has made it difficult to provide professional development during the school day.

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

All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with the district pacing guides and content standards.

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

All staff development is designed to support the district's annual goals, the school site's annual goals, and the assessed needs of students. Specific professional development activities are currently focusing on the California Common Core Standards (CCSS) as well as:
- Ready Classroom Math, Benchmark Advance, and iReady in-services held by the WPUSD
- Standardized SBAC testing in-services held by WPUSD
- WPUSD regularly does a staff survey assessing professional development needs
- Educational technology aligned to teaching standards is provided virtually and through video recordings
- Focus on staff being trained on the components of a Professional Learning Community, MTSS, GATE, Growth Mindset, TESS, GLAD, PBIS, Literacy, and ELL training.

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

Educational Specialists are available for professional development in support of district and site goals. All new teachers have access to a one-on-one mentor teacher throughout their 2-year induction program.

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

All teachers participate in Professional Learning Communities weekly during early release days to develop, implement, and monitor yearly goals. Grade levels collaborate to plan best first instruction, develop assessments, and monitor student success.

Teaching and Learning

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

All subject areas, assessments, report cards, and testing have been aligned with the California Common Core State Standards. District adopted curriculum is used in language arts, math, science, social studies, music, visual arts, and PE. Teachers use supplemental materials to target instruction and ensure that all students are meeting grade level expectations.

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

Teachers develop weekly lesson plans that reflect the recommended minutes of instruction in each of the core curricular areas. In addition, time is set aside to address enrichment opportunities. In a full-day, specific instructional minutes include a minimum of 2.0 hours daily for grades 1-5 in English Language Arts as well as a minimum of 1.0 hour daily in mathematics instruction for grades 1-5.

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

Grade level representatives meet at the district level to collaboratively develop pacing guides and common assessments that assist teachers with the implementation of the instructional scope and sequence in core curricular areas. Time is also scheduled into the school day for targeted intervention for individuals and small groups identified through PLC meetings and the MTSS team.

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

- The WPUSD Board of Trustees has an annual resolution to adopt the instructional materials available to students at TBES
- Texts are available through WPUSD for all K-5 students
- Supplemental materials supplied through the School Site Council and PTC funds
- In ELA, the Benchmark Advance and Ready Common Core district-adopted curriculum provides supplementary materials to address all learning levels.
- Language arts curriculum includes re-teaching books.
- In mathematics, the district-adopted Pearson "Envisions" program provides supplementary materials to address all learning levels.
- Supplemental mathematics material, Ready Classroom Math, is also available to all K-5 grade teachers
- Supplemental software is available to assess and monitor growth (iReady Reading and Math)
- For students identified as significantly below grade level, materials are provided to address their specific needs
- All classes have grade-level appropriate music materials/instruction
- All classes have grade-level appropriate science materials/instruction

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

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

Additional Intervention Support Provider time has been added to increase our targeted intervention time. Aides have been added in first grade classrooms to assist with interventions and small group instruction. The transitional kindergarten teachers will provide direct support to our English learners during the part of the day when they are not teaching in their classroom.

Evidence-based educational practices to raise student achievement

Services provided by the regular program that enable under-performing students to meet standards include:

- Parent/community volunteers (SCHOOLS program) assisting students in class
- Intervention Services Providers (ISPs) work with small groups of students throughout the day during grade-level intervention blocks
- Texts available through WPUSD for all TK-5 student population
- Supplemental materials have been and can be supplied by the PTC
- EL students are receiving both integrated and designated English language instruction
- Student progress is monitored by the MTSS team where individual interventions and strategies are developed when necessary
- One-to-one intervention time with instructional aides in kindergarten
- Grades 1-5 receive weekly instruction from a credentialed music teacher and have access to proper music materials
- Grades 1-5 receive weekly instruction from a credentialed science teacher and have access to proper science materials
- Math and Language arts remedial lessons and ELD lessons; iReady reading and math intervention program
- Newsletter communication to parents addressing their important role with children re: good nutrition, proper sleep, and consistent help with school work
- Teachers cover all content standards in each grade level

Parental Engagement

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

Many resources are utilized from families, the school, district and community to assist under-achieving students. These services include but are not limited to:
- STAR Before and After School Program from 6:00 a.m. - 6:00 p.m. for student academic, recreational, and enrichment activities
- Wellness Together services for family, parent, student counseling, and guidance services
- SST meetings to assess and assist student needs with faculty/parent input
- Ongoing parent communication via phone calls, emails, newsletters, and parent/teacher conferences with minimum days set for this communication
- County courses available
- WPUSD in-services available
- Special Education RSP & Speech
- Assemblies focused on educational and character trait development (PBIS)
- Enrichment field trips
- Teacher notes/communication systems re: student progress/concerns with parent response expected
- Parent volunteers in classrooms
- Instructional assistants for academics in RSP
- After-school tutoring
- Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways,
- Community sports programs (soccer, football, baseball, basketball)
- Library time scheduled for all students weekly

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)

N/A

Funding

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

Categorical funding available to enable underperforming students to meet goals including:
- supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, Speech, Psychologist personnel
- Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
- Assistance with paper supplies and copier costs to assist staff/students with supplemental materials needed to help students make academic progress
- iReady program to assess math and reading skills development and reading comprehension
- Individualized Educational Plans (IEP) developed for determining educational goals for students in special education
- After school tutoring in math
- Intervention for kindergarten through 5th grade during the school day
- Reflex math program to help students build fluency with their math facts
- K-3 teachers trained in the methods of Orton-Gillingham techniques through the Institute for Multi-Sensory Education (IMSE)
- IMSE materials provided to teachers and classrooms

Fiscal support (EPC)

TBES receives general LCFF supplemental funds, site discretionary funds, and lottery funds from WPUSD . In addition, the PTC provides funding to support enrichment activities and general classroom needs for all teachers.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school leader met with the Parent Teacher Club to review the School Plan for Student Achievement on October 10, 2022.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.46%	0.2%	0.16%	3	1	1
African American	0.92%	0.7%	0.62%	6	4	4
Asian	4.14%	4.1%	4.50%	27	24	29
Filipino	0.61%	0.9%	1.71%	4	5	11
Hispanic/Latino	10.89%	12.3%	14.73%	71	72	95
Pacific Islander	0.31%	0.3%	0.31%	2	2	2
White	76.53%	75.7%	69.77%	499	442	450
Multiple/No Response	4.6%	5.1%	8.22%	30	30	53
			Total Enrollment	652	584	645

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	134	104	119
Grade 1	91	90	102
Grade 2	108	82	106
Grade3	114	97	97
Grade 4	108	102	116
Grade 5	97	109	105
Total Enrollment	652	584	645

Student Enrollment by Grade Level

Conclusions based on this data:

1. After the white subgroup, the Hispanic/Latino subgroup is the next largest with 12.3% of the student population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	11	13	21	1.7%	2.20%	3.3%
Fluent English Proficient (FEP)	6	5	4	0.9%	0.90%	0.6%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. The English Learner population is increasing each year at our site.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	108	102		106	97		106	97		98.1	95.1	
Grade 4	86	104		86	103		86	103		100	99.0	
Grade 5	105	111		103	108		103	108		98.1	97.3	
All Grades	299	317		295	308		295	308		98.7	97.2	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2463.	2445.		36.79	26.80		29.25	30.93		26.42	25.77		7.55	16.49	
Grade 4	2530.	2495.		50.00	37.86		30.23	19.42		12.79	23.30		6.98	19.42	
Grade 5	2546.	2547.		33.98	33.33		35.92	33.33		18.45	23.15		11.65	10.19	
All Grades	N/A	N/A	N/A	39.66	32.79		31.86	27.92		19.66	24.03		8.81	15.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.91	27.84		52.83	64.95		12.26	7.22	
Grade 4	45.35	28.16		45.35	60.19		9.30	11.65	
Grade 5	44.66	31.48		42.72	61.11		12.62	7.41	
All Grades	41.36	29.22		47.12	62.01		11.53	8.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.30	19.59		60.38	56.70		11.32	23.71	
Grade 4	44.19	22.33		48.84	60.19		6.98	17.48	
Grade 5	39.81	25.00		52.43	60.19		7.77	14.81	
All Grades	36.95	22.40		54.24	59.09		8.81	18.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.57	13.40		56.60	76.29		2.83	10.31	
Grade 4	36.05	13.59		56.98	77.67		6.98	8.74	
Grade 5	20.39	25.93		68.93	68.52		10.68	5.56	
All Grades	32.20	17.86		61.02	74.03		6.78	8.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.47	18.56		65.09	74.23		9.43	7.22	
Grade 4	44.19	34.95		47.67	56.31		8.14	8.74	
Grade 5	41.75	32.41		40.78	60.19		17.48	7.41	
All Grades	36.61	28.90		51.53	63.31		11.86	7.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	108	102		106	97		106	97		98.1	95.1	
Grade 4	86	104		86	103		86	103		100	99.0	
Grade 5	105	111		103	108		103	108		98.1	97.3	
All Grades	299	317		295	308		295	308		98.7	97.2	

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

2019-20 Data:
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Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2474.	2449.		31.13	22.68		43.40	38.14		17.92	22.68		7.55	16.49	
Grade 4	2533.	2505.		41.86	26.21		34.88	32.04		20.93	30.10		2.33	11.65	
Grade 5	2550.	2542.		41.75	37.04		15.53	24.07		29.13	23.15		13.59	15.74	
All Grades	N/A	N/A	N/A	37.97	28.90		31.19	31.17		22.71	25.32		8.14	14.61	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.94	29.90		37.74	55.67		11.32	14.43	
Grade 4	55.81	34.95		38.37	48.54		5.81	16.50	
Grade 5	43.69	40.74		31.07	36.11		25.24	23.15	
All Grades	49.83	35.39		35.59	46.43		14.58	18.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	44.34	25.77		45.28	58.76		10.38	15.46	
Grade 4	43.02	27.18		51.16	57.28		5.81	15.53	
Grade 5	37.86	31.48		45.63	54.63		16.50	13.89	
All Grades	41.69	28.25		47.12	56.82		11.19	14.94	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	42.45	27.84		50.00	61.86		7.55	10.31	
Grade 4	41.86	27.18		51.16	62.14		6.98	10.68	
Grade 5	36.89	25.93		49.51	65.74		13.59	8.33	
All Grades	40.34	26.95		50.17	63.31		9.49	9.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		4	*	
1	*	*		*	*		*	*		5	4	
2	*	*		*	*		*	*		*	*	
All Grades										12	14	

2019-20 Data:
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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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
All Grades	8.33	28.57		41.67	57.14		33.33	0.00		16.67	14.29		12	14	

2019-20 Data:
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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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
All Grades	8.33	42.86		58.33	50.00		16.67	0.00		16.67	7.14		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	7.14		25.00	50.00		50.00	28.57		25.00	14.29		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
All Grades	33.33	42.86		50.00	50.00		16.67	7.14		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
All Grades	16.67	57.14		66.67	35.71		16.67	7.14		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
All Grades	8.33	7.14		66.67	78.57		25.00	14.29		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
All Grades	8.33	7.14		66.67	78.57		25.00	14.29		12	14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall language score for 16.67 of our EL population is in the beginning range.

2. Our EL population overall language score is evenly split with half of the students at a level 1 or 2, while the other half score at a level 3 or 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

All students will reach high standards in literacy, mathematics, and science.

Identified Need

As students continue to recover from the impacts of the COVID-19 pandemic in regards to learning loss, our goal is to increase the number of students performing at grade level in Reading and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	Over the past two school years, the results of the final i-Ready diagnostic have shown 64% of students on or above grade level in Reading and 63% of students on or above grade level in math.	By the end of this school year, according to the final i-ready diagnostic, 70% of students will be on or above grade level in reading and 70% of students will be on or above grade level in math.

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

Increased educational opportunity/extended learning time
- Reflex math online learning program from ExploreLearning (2nd-5th grade)
- Site Word Busters (K-1st)
- Multisensory teaching (IMSE) in ELA (K-2)
- iReady ELA/Math Online Program
- Educational Software for Guiding Instruction (ESGI) from Curriculum Associates (K only)
- Intervention Services Providers (ISP)
- Progress monitoring software (mClass and DIBELS from Amplify)

- Small group instruction

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)
44,163	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Intervention Support Providers
4,314	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies IMSE supplies
3,995	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Reflex Math
800	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Site Word Busters
1,490	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies mClass and DIBELS from Amplify Progress Monitoring Software
4295	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Extra instructional aide time

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

Staff professional development and workshops to increase knowledge base related to ELA Common Core Standards Instruction, Math Common Core Standards Instruction, Differentiating Instruction, Effective First Instruction, Writing, MTSS, Reading, and technology to support instruction.

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

Amount(s)	Source(s)
1,500	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Staff Professional Development
1,000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Sub Costs to Support Professional Development Opportunities

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Language Learners at Twelve Bridges Elementary will make progress toward English proficiency as measured by the ELPAC test.

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

Amount(s)	Source(s)
1,500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies English Learner Supplemental Materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

All students and stakeholders will feel safe and supported at school will feel connected to the school community.

Identified Need

Maintaining and increasing student and parent engagement through community/school events in a safe and supportive environment.

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)

All Students

Strategy/Activity

Continued frequent home/school communication

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)
1100	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Homework Folders
850	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	Academic Planners (Grades 4 and 5)

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

Increased safety through the upgrading of security cameras, emergency supplies, and behavior supports.

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)
4500	Parent Teacher Association (PTA) 6000-6999: Capital Outlay Security Cameras
1200	LCFF-Base (Site Fund) 6000-6999: Capital Outlay Updated Emergency Supply Kits
1500	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Incentives for our PBIS ROAR Store

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

Working with our school staff and our Parent Teacher Club to discuss and identify school needs and increase students' exposure to experiences and engagement in school. Hosting community-building events such as our Harvest Festival, Bingo Night, Family Dances, Family Paint Nights, 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)
8000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies

	Enrichment School Supplies and Educational Materials
3000	Parent Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Assemblies

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

Build a sense of community in the classroom and promote positive relationships by beginning each day with a morning meeting routine.

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)
950	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Morning Meeting Idea Books

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	65157	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	1,200.00
LCFF-Supplemental (Site Fund)	65,157.00
Parent Teacher Association (PTA)	17,800.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	48,458.00
4000-4999: Books And Supplies	24,499.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00
6000-6999: Capital Outlay	5,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	1,200.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	48,458.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	14,199.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1,500.00

4000-4999: Books And Supplies	Parent Teacher Association (PTA)	10,300.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association (PTA)	3,000.00
6000-6999: Capital Outlay	Parent Teacher Association (PTA)	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,057.00
Goal 2	21,100.00

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

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Will Middleton	Principal
Shavaun Davies	Classroom Teacher Parent or Community Member
Jeena Williamson	Classroom Teacher
Shira Diwan	Other School Staff Parent or Community Member
Rosanne Johnson	Other School Staff
Jamie Hayes	Parent or Community Member
Vesta Grewal	Parent or Community Member
Tara Albright	Parent or Community Member
Nicole Schreiter	Parent or Community Member
Alyssa Taylor	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Parent Teacher Club

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 .

Attested:

Principal, Will Middleton on
SSC Chairperson, Shira Diwan 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.

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.

Educational Partner 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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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