

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
First Street School	31669516117493	October 26, 2022	November 1, 2022

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

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.

We utilize our district LCAP and professional commitments to determine our yearly focus. This year, our focus will be supporting our students through social emotional learning with the express intention of increasing school engagement and test scores in both mathematics and language arts. We will utilize both Title I and site supplemental fund to best support our students' varied needs.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Goals, Strategies, & Proposed Expenditures.....	20
Goal 1.....	20
Goal 2.....	30
Budgeted Funds and Expenditures in this Plan	36
Funds Budgeted to the School by Funding Source.....	36
Expenditures by Funding Source	36
Expenditures by Budget Reference	36
Expenditures by Budget Reference and Funding Source	36
Expenditures by Goal.....	37
School Site Council Membership	38
Recommendations and Assurances	39
Instructions.....	40
Instructions: Linked Table of Contents.....	40
Purpose and Description.....	41
Educational Partner Involvement	41
Resource Inequities	41
Goals, Strategies, Expenditures, & Annual Review	42
Annual Review	43
Budget Summary	44
Appendix A: Plan Requirements	46
Appendix B:.....	49
Appendix C: Select State and Federal Programs	51

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).

At the end of the 2020-21 school year, a parent survey via Google Forms was administered to parents. Special questions were also included to address COVID-19 related concerns/needs as we moved into the 2021-22 school year. The majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more affordable after school activities for their kids as well as bringing back after school homework help now that we are back to full day instruction. As a result of administrative transition, there was no survey sent out at the end of last year, but a mid-year survey is planned for this year.

Additionally, the district administers the California Healthy Kids Survey (CHKS) every two years. It was last administered in February, 2022.

Classroom Observations

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

As part of our district PLC's collective commitments, the principal conducts focused walk-throughs to reinforce and monitor the targeted areas in the plan. Formal observations will also be conducted as part of the certificated personnel evaluation process. We are also continuing with year four of AVID implementation, auditing our math practices, and spotlighting ELD strategies which involve classroom observations and targeted feedback. A focus of our professional learning last school year was the book FOCUS by Mike Schmoker, which highlights the high-leverage instructional practices necessary for effective first instruction. To that end, classroom walkthroughs and observations are now centered on looking for the following: the posting of essential learning targets; guided practice; checking for understanding; adjustments to instruction/reteaching; and independent practice/assessment. Our teachers and students continue to make substantial progress in these areas.

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)

The staff and administration analyze SBAC and ELPAC results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program and iReady diagnostic assessments three times a year. In addition to classroom-based, formative assessments, our teachers also administer and submit scores for the common assessments developed by Professional Learning Communities (PLCs). All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement. For example, recent SBAC scores from the 2021-22 school year are driving our focus on math/academic vocabulary as a means of improving our overall math scores.

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

Staff meet weekly in professional learning communities to evaluate specific formative assessments, develop short-term and long-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals. In addition, the school's administration and leadership team have developed action plans to address student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified as defined by the California Department of Education.

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

All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental materials used for intervention and extension. Teachers deliver the curriculum so as to address the content standards and utilize district pacing guides to ensure that students cover the necessary content each academic year. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

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

The last six school years, the staff has worked closely with district curriculum coaches to address alignment of the curriculum to the Common Core State Standards (CCSS). In an effort to effectively and efficiently implement the CCSS, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School continue to meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development and implementation of their action plans, collaboration time will be provided throughout the year (as substitute availability allows).

As part of our continued district and site focus areas, we will continue to train staff in Youth Development Institute (YDI) strategies, Positive Behavior Intervention Systems (PBIS), TESS (direct instruction lesson design), and AVID (Advancement Via Individual Determination) methodologies. Site action plans were developed by the school's administration and leadership team; the plans will be used to guide our staff as we continue to shift the focus from what teachers are teaching to what students are learning. We are also beginning to design a school-wide Multi-Tiered System of Support (MTSS) to better align our available supports and interventions with student need.

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

Ed Services Specialists are available to work with teachers in English/Language Arts, math, and ELD. The Ed Services Specialists are trained in GLAD strategies, youth development through the Youth Development Institute (YDI), PBIS, the TESS direct instruction model, Designated/Integrated ELD, and AVID; therefore, they will be able to assist our staff as we implement the GLAD, YDI strategies, AVID and TESS lesson design and delivery. The staff also receives assistance and support from PCOE curriculum experts. We are also working as a district/site to better understand the CA math framework and create more targeted lesson design and assessments. Also, new technology (Promethean Boards) has been added to classrooms enhance direct instruction to students; professional development was provided to staff prior to the school year to ensure a seamless transition to the new technology. Site funds have been allocated towards collaborative time, special projects and professional development.

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. Typically, our PLC day is Monday afternoon, but our staff often connect at other times as well to follow up and continue planning. Additionally, our site has multiple cross-grade committees that collaborate around school-wide topics like MTSS and AVID, for example.

Teaching and Learning

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

We are always auditing our practices and processes to ensure the greatest amount of core curriculum/instructional alignment to Common Core State Standards as possible. Our math adoption, EnVision by Pearson, was selected because of its alignment to Common Core State Standards. Since its adoption, we have discovered Ready Classroom Math and use that program as a supplemental material. Our district is also piloting new math curriculum this year. We have adopted Benchmark Advance for Language Arts instruction in grades K-3, grades 4-5 have adopted a district developed curriculum aligned with the Common Core State Standards. Grades 4-5 also have supplemental curriculum provided through Ready Common Core in the areas of reading and writing. The district's Ed Services Specialists continue to work on the refinement/improvement of the unit maps. We are also utilizing more i-Ready diagnostic and online lessons for both math and ELA. We also utilize AVID strategies and methodologies to continue improving first instruction and strategies to help students better organize and retain information.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards. Our GATE program provides elective classes three days a week to enrich the academic experience of the students.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

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

The district, with help of grade level teacher representatives, has developed pacing guides which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during protected instructional time (in class) and intervention time (generally, class pull-out or small groups); these interventions are enhanced by the use of our special education teachers, instructional aides, and Intervention Support Providers (ISP).

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

Benchmark and the ELA units developed by certificated staff include curriculum extensions for English Learners, for advanced student groups and for students with disabilities. To further accommodate the needs of English Learners our school uses additional supplemental materials. Envisions Math by Pearson also offers extensions for special student populations. All supplemental materials are closely aligned to CCSS and are used as a basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: Ready Common Core and iReady by Curriculum and Associates, AVID materials, The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

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)

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction scaffolded at their level. Through analysis of assessment results from iReady, ESGI, BPST, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as reading intervention and math support. After school math tutoring and cross-age tutoring are also available.

In an effort to combat the learning loss caused by the COVID-19 pandemic, elementary school libraries have extended the hours they are open (as staffing allows) to create a space where students can access tutoring and additional resources “after hours” to help with learning recovery. Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss.

Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the Souday Reading Program, SIPPS (Systematic Instruction in Phonemic Awareness), Focused Approach frontloading strategies and GLAD teaching strategies, AVID WICOR strategies, core curriculum intervention and enrichment activities, district adopted EL materials, and more. Staff will use the TESS direct instruction model for lesson design and classroom instruction.

Parental Engagement

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

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Family Resource Center is a community agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. after school program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School targeted after school math intervention four days per week. Students who attend the math tutoring have an opportunity to address skill deficits and complete their homework in a quiet environment, free from distractions and staffed with dedicated personnel and high school tutors to assist those students in need of help. Lastly, we now have a full-time school psychologist dedicated to our school.

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)

- * ELAC
 - * School Site Council
 - * School Leadership Team
 - * CHAMPS PTC
- (For details, see Stakeholder Engagement section of SPSA)

Funding

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

Some of the services available at First Street School that are funded with categorical monies include: Intervention for underperforming readers in grades 1, 2, 3, 4, and 5; instructional aides to support small group intervention; technology that provides online interventions tools; etc.

Fiscal support (EPC)

The site receives \$47/student for general funds, LCFF Supplemental funds, and lottery funds (\$500/teacher). First Street also receives federal Title I funds. The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

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

This year we were able to return to receiving in-person feedback from our stakeholders. We were able to work with our staff, district, and community stakeholders to present a review of our funding streams and our expenses. We utilized feedback from those meetings, as well as parent and staff surveys to get feedback on where the community would like to see changes, and where they would like us to continue placing our focus. We worked to align our focus areas with those of the district expectations to ensure that we are supporting the district collective commitments on our site.

Resource Inequities

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

Currently, all of our programs have equal access to classroom technology; instructional aides (IA's) and instructional support providers (ISP's) offer assistance to all students with the exception of our GATE classes. This is done to allow for more support time for the students in the greatest need. However, GATE students who have academic, behavioral, or socio-emotional challenges have access to supports as well.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.2%	%	1	1	
African American	0.67%	0.2%	1.79%	3	1	7
Asian	1.34%	1.2%	1.02%	6	5	4
Filipino	1.12%	0.5%	0.77%	5	2	3
Hispanic/Latino	67.11%	66.2%	66.50%	300	276	260
Pacific Islander	0.45%	0.5%	0.26%	2	2	1
White	26.17%	28.8%	27.11%	117	120	106
Multiple/No Response	1.79%	1.7%	2.56%	8	7	10
	Total Enrollment			447	417	391

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	67	47	46
Grade 1	75	56	49
Grade 2	66	70	58
Grade3	64	80	90
Grade 4	105	63	80
Grade 5	70	101	68
Total Enrollment	447	417	391

Conclusions based on this data:

1. While our enrollment has decreased slightly over the past three years, the general makeup of our student population has stayed basically the same. The slight enrollment decrease is likely connected to the one of the following: the COVID-19 pandemic, a new elementary school opening up in our district, and/or a dual language pathway beginning at a nearby elementary school.
2. Our student population remains largely bicultural: 67% Hispanic and 27% Caucasian.

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	147	139	124	32.9%	33.30%	31.7%
Fluent English Proficient (FEP)	47	39	30	10.5%	9.40%	7.7%
Reclassified Fluent English Proficient (RFEP)	27	4		16.7%	1.00%	

Conclusions based on this data:

1. We are working with our district's Ed Services Specialist to more closely monitor our EL's and give them more background information on what it means to be an EL and how they can work to be reclassified.
2. While providing more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so resulted in an increase of reclassified students in 2019-2020, our numbers for student reclassification in 2020-2021 reflect the broader concerns that arose from the COVID-19 pandemic.

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	105	82	91	102	81	91	102	81	91	97.1	98.8	100.0
Grade 4	71	65	81	71	63	80	71	63	80	100	96.9	98.8
Grade 5	75	102	69	74	97	68	74	97	68	98.7	95.1	98.6
All Grades	251	249	241	247	241	239	247	241	239	98.4	96.8	99.2

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	2442.	2426.	2399.	33.33	23.46	19.78	20.59	19.75	13.19	23.53	32.10	27.47	22.55	24.69	39.56
Grade 4	2478.	2462.	2511.	29.58	26.98	40.00	18.31	14.29	25.00	23.94	22.22	26.25	28.17	36.51	8.75
Grade 5	2521.	2508.	2493.	28.38	25.77	26.47	31.08	27.84	23.53	18.92	21.65	16.18	21.62	24.74	33.82
All Grades	N/A	N/A	N/A	30.77	25.31	28.45	23.08	21.58	20.08	22.27	25.31	23.85	23.89	27.80	27.62

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	27.45	20.99	13.19	50.00	59.26	59.34	22.55	19.75	27.47
Grade 4	26.76	19.05	28.75	50.70	61.90	61.25	22.54	19.05	10.00
Grade 5	36.49	20.62	23.53	41.89	61.86	60.29	21.62	17.53	16.18
All Grades	29.96	20.33	21.34	47.77	61.00	60.25	22.27	18.67	18.41

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	24.51	13.58	14.29	57.84	64.20	48.35	17.65	22.22	37.36
Grade 4	23.94	14.29	30.00	47.89	60.32	57.50	28.17	25.40	12.50
Grade 5	35.14	15.46	17.91	48.65	58.76	49.25	16.22	25.77	32.84
All Grades	27.53	14.52	20.59	52.23	61.00	51.68	20.24	24.48	27.73

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	27.45	12.35	8.79	60.78	79.01	69.23	11.76	8.64	21.98
Grade 4	25.35	15.87	18.75	61.97	76.19	73.75	12.68	7.94	7.50
Grade 5	13.51	18.56	11.76	68.92	70.10	69.12	17.57	11.34	19.12
All Grades	22.67	15.77	12.97	63.56	74.69	70.71	13.77	9.54	16.32

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	29.41	19.75	16.48	45.10	64.20	61.54	25.49	16.05	21.98
Grade 4	23.94	15.87	23.75	50.70	68.25	67.50	25.35	15.87	8.75
Grade 5	33.78	26.80	22.06	44.59	58.76	54.41	21.62	14.43	23.53
All Grades	29.15	21.58	20.50	46.56	63.07	61.51	24.29	15.35	17.99

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. While our below standard percentage decreased in reading, listening, and research/inquiry this year, our students scoring below standard in writing increased by nearly 10% over previous data. This may be due to the fact that writing was a more difficult subject in which to provide instruction during the COVID-19 shut down.
2. Our student's listening scores at the above standard level increased over the prior two years. This could possibly be attributed to the structure of learning over the past few years being much more listening focused.

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		
	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	105	82	91	105	81	91	105	81	91	100	98.8	100.0
Grade 4	71	65	81	71	63	80	71	63	80	100	96.9	98.8
Grade 5	75	102	69	75	97	68	75	97	68	100	95.1	98.6
All Grades	251	249	241	251	241	239	251	241	239	100	96.8	99.2

* 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	2450.	2424.	2434.	32.38	19.75	20.88	18.10	27.16	30.77	27.62	23.46	24.18	21.90	29.63	24.18
Grade 4	2461.	2463.	2483.	15.49	20.63	18.75	19.72	17.46	31.25	40.85	31.75	27.50	23.94	30.16	22.50
Grade 5	2504.	2491.	2488.	22.67	22.68	17.65	20.00	14.43	19.12	29.33	26.80	25.00	28.00	36.08	38.24
All Grades	N/A	N/A	N/A	24.70	21.16	19.25	19.12	19.50	27.62	31.87	26.97	25.52	24.30	32.37	27.62

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.

Concepts & Procedures Applying mathematical concepts and procedures									
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	42.86	24.69	23.08	26.67	40.74	52.75	30.48	34.57	24.18
Grade 4	22.54	14.29	27.50	38.03	49.21	48.75	39.44	36.51	23.75
Grade 5	29.33	18.56	14.71	34.67	49.48	55.88	36.00	31.96	29.41
All Grades	33.07	19.50	22.18	32.27	46.47	52.30	34.66	34.02	25.52

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	33.33	20.99	20.88	41.90	58.02	54.95	24.76	20.99	24.18
Grade 4	16.90	19.05	22.50	43.66	46.03	56.25	39.44	34.92	21.25
Grade 5	25.33	16.49	11.76	45.33	51.55	51.47	29.33	31.96	36.76
All Grades	26.29	18.67	18.83	43.43	52.28	54.39	30.28	29.05	26.78

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	35.24	17.28	21.98	43.81	62.96	52.75	20.95	19.75	25.27
Grade 4	19.72	25.40	27.50	52.11	50.79	47.50	28.17	23.81	25.00
Grade 5	22.67	19.59	7.35	42.67	56.70	63.24	34.67	23.71	29.41
All Grades	27.09	20.33	19.67	45.82	57.26	53.97	27.09	22.41	26.36

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. While our students scoring above the standard decreased in all domains, the percent of students scoring below standard also decreased in many areas.
2. Our percentage of students tested was lower than the previous two data years, which was due to student absences.

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	1423.9	1432.4		1429.3	1446.3		1411.0	1400.0		26	21	
1	1443.9	1448.1		1454.2	1471.5		1432.9	1424.2		22	25	
2	1465.4	1486.2		1477.3	1484.9		1452.8	1487.1		12	27	
3	1483.3	1499.1		1479.5	1499.0		1486.7	1498.5		26	22	
4	1520.6	1496.5		1510.3	1511.9		1530.4	1480.7		28	14	
5	1529.5	1534.9		1524.0	1538.7		1534.6	1530.6		21	23	
All Grades										135	132	

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 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	7.69	14.29		46.15	42.86		46.15	42.86		0.00	0.00		26	21	
1	0.00	8.00		40.91	24.00		45.45	60.00		13.64	8.00		22	25	
2	8.33	11.11		33.33	51.85		50.00	37.04		8.33	0.00		12	27	
3	3.85	13.64		46.15	54.55		34.62	27.27		15.38	4.55		26	22	
4	17.86	14.29		53.57	21.43		25.00	35.71		3.57	28.57		28	14	
5	19.05	26.09		47.62	39.13		28.57	30.43		4.76	4.35		21	23	
All Grades	9.63	14.39		45.93	40.15		37.04	39.39		7.41	6.06		135	132	

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.

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	7.69	23.81		38.46	33.33		50.00	38.10		3.85	4.76		26	21	
1	18.18	28.00		40.91	36.00		22.73	28.00		18.18	8.00		22	25	
2	41.67	33.33		8.33	33.33		41.67	29.63		8.33	3.70		12	27	
3	19.23	31.82		61.54	54.55		11.54	9.09		7.69	4.55		26	22	
4	39.29	35.71		42.86	35.71		10.71	21.43		7.14	7.14		28	14	
5	38.10	47.83		47.62	39.13		9.52	13.04		4.76	0.00		21	23	
All Grades	25.93	33.33		42.96	38.64		22.96	23.48		8.15	4.55		135	132	

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	15.38	0.00		30.77	38.10		46.15	57.14		7.69	4.76		26	21	
1	0.00	0.00		9.09	12.00		68.18	52.00		22.73	36.00		22	25	
2	0.00	3.70		25.00	55.56		50.00	33.33		25.00	7.41		12	27	
3	0.00	9.09		23.08	18.18		65.38	59.09		11.54	13.64		26	22	
4	10.71	0.00		53.57	7.14		28.57	50.00		7.14	42.86		28	14	
5	0.00	4.35		28.57	21.74		61.90	65.22		9.52	8.70		21	23	
All Grades	5.19	3.03		29.63	27.27		52.59	52.27		12.59	17.42		135	132	

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	3.85	23.81		88.46	57.14		7.69	19.05		26	21	
1	36.36	40.00		59.09	52.00		4.55	8.00		22	25	
2	25.00	22.22		75.00	74.07		0.00	3.70		12	27	
3	11.54	13.64		69.23	68.18		19.23	18.18		26	22	
4	35.71	28.57		60.71	57.14		3.57	14.29		28	14	
5	23.81	17.39		71.43	69.57		4.76	13.04		21	23	
All Grades	22.22	24.24		70.37	63.64		7.41	12.12		135	132	

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	23.08	33.33		69.23	47.62		7.69	19.05		26	21	
1	9.09	16.00		68.18	80.00		22.73	4.00		22	25	
2	33.33	29.63		58.33	66.67		8.33	3.70		12	27	
3	42.31	59.09		50.00	36.36		7.69	4.55		26	22	
4	46.43	35.71		46.43	50.00		7.14	14.29		28	14	
5	57.14	82.61		33.33	17.39		9.52	0.00		21	23	
All Grades	35.56	42.42		54.07	50.76		10.37	6.82		135	132	

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	0.00	4.76		92.31	85.71		7.69	9.52		26	21	
1	0.00	8.00		72.73	44.00		27.27	48.00		22	25	
2	0.00	18.52		66.67	70.37		33.33	11.11		12	27	
3	0.00	0.00		65.38	72.73		34.62	27.27		26	22	
4	10.71	0.00		67.86	50.00		21.43	50.00		28	14	
5	4.76	13.04		85.71	73.91		9.52	13.04		21	23	
All Grades	2.96	8.33		75.56	66.67		21.48	25.00		135	132	

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	61.54	47.62		30.77	42.86		7.69	9.52		26	21	
1	0.00	0.00		81.82	72.73		18.18	27.27		22	22	
2	16.67	7.41		58.33	88.89		25.00	3.70		12	27	
3	0.00	13.64		84.62	81.82		15.38	4.55		26	22	
4	25.00	0.00		71.43	57.14		3.57	42.86		28	14	
5	9.52	4.35		85.71	86.96		4.76	8.70		21	23	
All Grades	20.00	12.40		68.89	73.64		11.11	13.95		135	129	

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. We are working with our district's Ed Services Specialist to more closely monitor our EL's and give them more background information on what it means to be an EL and how they can work to be reclassified.
2. While providing more education to teachers, students, and parents about what it means to be reclassified and the benefits of doing so resulted in an increase of reclassified students in 2019-2020, our numbers for student reclassification in 2020-2021 reflect the broader concerns that arose from the COVID-19 pandemic.

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 achieve at high levels in English Language Arts and Mathematics, and EL students or students in need of intervention will be provided the assistance they require. We will be utilizing social-emotional supports to help students increase their academic engagement and thus their academic achievement. In addition, through our AVID program, students will begin acquiring necessary knowledge and skills for college readiness.

Identified Need

Our state assessment data and growth monitoring tools indicate that we have room to grow in English Language Arts and mathematics. To increase student engagement with academics, we will be utilizing Morning Meetings to support students socially-emotionally to create comfortable, safe classrooms that will result in higher academic achievement. Our schoolwide goals also include growth in the areas of language development and support. By developing student understanding of language, we will increase their ability to access mathematical terms and concepts as well as their reading and writing goals. We will continue to offer instructional resources and staff professional development to help better understand the language arts framework at each grade level. We believe a better understanding of the frameworks and more targeted assessments of essential standards will help us begin closing the achievement gaps we may have in both math and language arts. Also, we will continue to progress monitor basic skills in ELA and math in order to provide early, targeted intervention to students in need of additional help. Finally, we see the need for our students to begin understanding what college readiness means, and giving them the tools to be on track for college readiness as they progress through the grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	3rd grade proficiency - 43% ELA & 47% math; 4th grade proficiency - 41% ELA & 38% math; 5th grade proficiency - 53% ELA & 36% math.	We expect to see 5% gains in all areas at all grade-levels.
AVID Implementation Checklist	Initial goals met. (See AVID CCI Document)	Continue progress towards new goals. (See AVID CCI Document)
PBIS Progress/Fidelity Indicator	63% which is an increase of 6% over previous year.	Continue to show steady growth in PBIS implementation, reaching 70% by fall, 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	<p>Overall iReady data</p> <p>In reading 29% are at grade level, 40% are within a grade level, and 31% are two grade levels or below.</p> <p>In math 18% are at grade level, 52% are within a grade level, and 30% are two grade levels or more.</p>	<p>Overall reading scores will bring 40% of students to grade level, 45% are within one grade level, and 15% are two or more grade levels behind.</p> <p>Overall math scores will bring 30% of students to grade level, 55% are within a grade level, and 15% are two or more grade levels behind.</p>
Summative ELPAC	12% of English Learners (ELs) scored a 4, 40% of ELs scored a 3, 37% of ELs scored a 2, and 11% scored a 1.	We expect to see a 5% increase in students who score a 3 or 4, and a 10% decrease in students who score a 1 or 2.
California Healthy Kids Survey (CHKS)	<p>Administered to 5th graders in spring 2022, the CHKS indicated that:</p> <ul style="list-style-type: none"> • 75% of students feel connected to school • 43% of students feel like they get to meaningfully participate in school • 79% of students understand school rules • 43% of students feel like their peers are well-behaved 	<p>We will administer the CHKS in spring 2024. Through the continued development of YDI and PBIS we expect to see:</p> <ul style="list-style-type: none"> • 90% of students feel connected to school • 75% of students feel like they get to meaningfully participate in school • 90% of students understand school rules • 75% of students feel like their peers are well-behaved

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

(a) First Street School teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. The practices will include, but not be limited to: communicating clear learning objectives; explicitly teaching academic vocabulary and

key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) First Street School staff will participate in district coordinated curriculum mapping and calibration at each grade level that aligns instruction to Common Core State Standards SBAC assessment targets.

(c) First Street School will follow a district approved lesson pacing schedule and common assessment guide for each grade level. In addition to the district approved curriculum in math and ELA, we will also be using Ready Classroom Math to supplement our math instruction in grades 1st-5th.

(d) As part of the Professional Learning Community model, the teachers will continue to have weekly opportunities to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery based on curriculum-embedded assessment data.

(e) We will align AVID, GLAD, and YDI strategies with TESS lesson design and delivery as a means of providing our students with effective first instruction based on the Common Core State Standards. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(f) In order to support the increased use of in-class technology use for programs such as iReady, Google Classroom, RAZ Kids, SeeSaw, FlipGrid, Kami, Pear Deck, robotics, etc., we are bringing in more Chromebooks to allow greater access for all of our students.

(g) First Street School teachers and staff will participate in data digs to determine the equity gaps and areas for growth among our school campus, facilitating targeted next steps in providing first best instruction.

(h) In continued efforts to bolster the physical fitness of our students and add engagement to our physical fitness program, we have again contracted with Sami's Circuit & Starstruck Showcase to offer virtual fitness and student motivation programs.

(l) Additional campus supervisor time for extended day kindergarten lunch coverage. Campus supervisors are being used as day long recess coverage to allow for smaller, more socially-distanced recess breaks.

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)

LCFF-Base (District Fund)

	4000-4999: Books And Supplies iReady, Quizlet, Freckle and more are used by some of our teachers to monitor and support growth in reading and writing; SeeSaw and Pear Deck are used as a direct instruction delivery tool.
5259.32	Title I 4000-4999: Books And Supplies CCSS aligned supplementary computer-based programs (Study Island, Amplify, RAZ Kids, etc.) will be provided to teachers for use as part of our intervention efforts.
9000	Title I 4000-4999: Books And Supplies Library books and materials.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies CCSS aligned supplemental instructional materials Ready Classroom Math to assist in the instruction of math in grades 1st-5th.
7253.10	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Chromebooks for classrooms to ensure all students have access to their education within the school setting each day.
2000	Title I 4000-4999: Books And Supplies STEAM instruction through use of programmable robots, drones, 3D printers, coding equipment, etc.
11400	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Added campus supervisor time due to support recess breaks
6900	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Ongoing mental & physical fitness enhancement. Sami's Circuit & Starstruck Showcase
904.86	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Replacement equipment for physical fitness and movement breaks.
7253.10	Title I 4000-4999: Books And Supplies

Chromebooks for classrooms to ensure all students have access to their education within the school setting each day.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students/EL's

Strategy/Activity

(a) First Street School teachers, supported by administration, will participate in weekly, collaborative PLC's to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

(b) First Street School will implement an intervention program for students not making progress toward meeting the standard in core areas. This program works in conjunction with the iReady diagnostic and online instruction program. Together, they will allow us to have a better picture of student progress and learning as well as allow us to provide better and more appropriate intervention. The program will be based on researched, standards-aligned best options.

(c) We have hired instructional aides, ISP, and are paying stipends to kinder teachers in order to have the staff necessary to deliver targeted intervention to all students who need it.

(d) First Street School will use all available resources to implement a multi-tiered system of intervention to support struggling learners. This includes copy and paper costs necessary to implement intervention program.

(e) First Street School will provide classroom teachers with the technology and necessary supplemental materials (paper, magazines, etc.) needed for students to access all learning opportunities.

(f) First Street School teachers and administration will participate in "Walkthroughs" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners.

(g) First Street School will work closely with the director of supplemental programs & accountability and intervention specialist to ensure that proper intervention services are being provided for all unduplicated students not making adequate progress toward meeting specified learning targets.

(h) As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanic/English learner subgroup.

(c) Intervention Support Providers and instructional aides will work with students not making adequate progress toward meeting specified grade-level standards.

(i) Align research-based best practices (such as GLAD and AVID strategies) with brain-based lesson design and delivery (such as TESS) as a means of providing our students, and in particular

our English learners with effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.

(j) First Street School staff will research and make decisions regarding best options for supplemental resources for providing integrated and designated ELD to English learners in core areas

(k) To better meet the needs and close the achievement gap of our ELL students, we will be working with our district ELL TOSA to better track, train, and inform students on reclassification strategies and to better equip teachers to monitor and instruct their ELL 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)
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Teachers will be provided with CCSS aligned materials and services to supplement the core curriculum.
42,247.44	Title I 2000-2999: Classified Personnel Salaries Instructional aides (5) and ISP (1) to support classroom instruction and intervention
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures FSS teachers will use iReady as part of our student monitoring system.
36,048	Title I 2000-2999: Classified Personnel Salaries FSS Bilingual Aide
1700	Title I 4000-4999: Books And Supplies Sonday, SIPPS, & Amplify Reading Intervention Training
348.04	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Copy paper & Copy costs to support intervention programs
6000	Title I

	5000-5999: Services And Other Operating Expenditures Professional development, off hours planning/collaboration time, substitute costs
2100	Title I 1000-1999: Certificated Personnel Salaries SST Coordinator - Stipend Position for Jarma Jones
1200	Title I 5000-5999: Services And Other Operating Expenditures FSS staff will be supported with research-based training and supplemental resources to provide ELD to our English learners. Sub costs/supplies related to three training days with Carrie Garbett.
2458.06	Title I 4000-4999: Books And Supplies Flexible seating to support student learning needs.

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

- (a) First Street School teachers will continue to participate in Youth Development Institute training when offered by the district.
- (b) First Street School will implement the youth development supports and opportunities plan that was developed to ensure safety, relationships, engagement, community involvement, and skill building for youth.
- (c) First Street school will participate in coaching and other supports provided by the district to ensure success in implementing the development supports and opportunities.
- (d) We are in year three+ of PBIS implementation. The purpose of the program is to establish consistent school-wide behavioral expectations and positive reinforcements. It is also a means establishing positive behavioral interventions supports.
- (e) We are utilizing Morning Meetings as a tier 1 social-emotional intervention for students in each classroom, which will require books and other supplies for implementation.
- (f) EduClimber behavior data tracking program to monitor effective program implementation and areas of need.
- (g) To fully implement the program, additional training, materials, assemblies, etc. need to be purchased.

(h) Student incentive trip for positive behavior and good academic performance.

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)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures A group of teachers were trained in YDI in the summer of 2015; a second group of teachers were trained in the summer of 2016. Additional teachers and new principal were trained in summer of 2022. As additional training is offered, more staff will participate.
5500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Training and substitute teacher costs for ongoing PBIS trainings.
3000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Program implementation materials, assemblies (Bucketfillers, Touch of Understanding, NED SHow), guest speakers, banners, signs, student incentive cards, etc.
4000	Title I 4000-4999: Books And Supplies Socio-Emotional Learning Program
6000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Incentives/rewards for positive behavior and academic performance, including non-academic field trips.
20000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Funds set aside for off-hours Program Lead/Team worktime (PBIS, AVID, School Engagement, GATE, etc.) and grade-level collaboration time.

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

(a) Attendance by four (4) staff members at the AVID Virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID WICOR practices school-wide.

(b) Instructional support materials such as Promethean Boards, headphones, computer mice, etc. will be purchased to support focus during in-person and distance instruction.

(c) In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.

(d) 2nd-5th grade AVID college visitation field trips will resume this year.

(e) Ongoing professional development through Curriculum Associates to enable staff to better utilize the Ready Common Core math materials and the iReady online program.

(f) Additional on-line instructional support materials.

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)
10,907.03	Title I 4000-4999: Books And Supplies In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.
	LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Staff PD though Curriculum Associates (iReady & Ready Common Core)
3500	Title I 5000-5999: Services And Other Operating Expenditures AVID XP virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID practices school-wide.
1500	Title I

	4000-4999: Books And Supplies Student agendas (School Date Books & School Specialties)
28000	Title I 5000-5999: Services And Other Operating Expenditures AVID college visits and other instructional field trips

Annual Review

SPSA Year Reviewed: 2021-22

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.

The past few years have provided some unique challenges in relation to the COVID-19 shut-down. While our teachers and staff worked tirelessly, we still noted declines in test scores due to the unstable environment around us. We worked to support students by moving to 1:1 for chromebooks and updating additional technologies on campus. We have also increased our college awareness with our students through the weekly College Knowledge updates in our morning announcements.

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

Our goal this year, by continuing our implementation of AVID, is to provide our students with the necessary skills, knowledge, and mindset necessary to reach college and beyond. We also partially returned to the practice of taking students on college visits in grades 2nd through 5th so they can be educated, knowledgeable, and inspired in regards to college attendance.

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.

Continuing to move towards school-wide AVID this year and returning to full implementation of the college visits is our next step towards educating and preparing our kids for the road to college. We are also adding more social emotional supports to ensure that our students are focused and ready to learn when they come to school.

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 will receive instruction in up-to-date and well-maintained environments. All families will have access to frequent and multiple modalities of communication.

Identified Need

Based on our demographics, we know that not all of our students and families have the same access to technology as other kids in our district. Because of that, we feel it is our responsibility to make sure kids have adequate access to technology, both in the form of hardware and software necessary to keep them on par with other kids throughout the district. Communication with our families can sometimes be challenging because of their access to technology and the fact that many have a primary language other than English. Due to that fact, we do everything we can to make information available in multiple ways and in multiple languages. Also, we want to make sure our families have the tools and information necessary to help support their students academically, behaviorally, and socio-emotionally. Our district has purchased licensing for Parent Square as a primary means of reaching families via email, text, phone blast, etc. We also determined that many families don't feel equipped to support their students academically, so we will be adding family math, reading, writing, and science nights to help families support their students at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey & Parent Meetings	Past parents surveys have indicated over 95% school satisfaction rate. The survey in 2020-2021 indicated a decrease in satisfaction scores, however, we only received a 10% response rate. So those scores in conjunction with COVID concerns may not be indicative of accurate schoolwide feelings of satisfaction. Due to turnover in admin and varied interim administrators, a survey was not sent out in 2021-2022.	We would like to again garner more participation in parent meetings and responses to parent surveys that continue to indicate high levels of student and parent satisfaction.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)	<p>Parents were administered the parent module of the CHKS in spring, 2022. The results related to feeling engaged with the school community were:</p> <ul style="list-style-type: none"> • 31% of parents (district-wide) feel that our schools actively seek parent input before decision-making • 46% of parents (district-wide) feel that our schools allow input and other parent contributions • 46% of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations 	<p>Parents will be administered the parent module of the CHKS in spring, 2022. Through increased communication and efforts to encourage parent participation, we hope the results will show improvement by at least 10%:</p> <ul style="list-style-type: none"> • 40% of parents (district-wide) feel that our schools actively seek parent input before decision-making • 55% of parents (district-wide) feel that our schools allow input and other parent contributions • 58% of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations

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

(a) First Street School teachers will be provided with the necessary technology to enable them to provide their students with a 21st century learning environment.

(b) First Street School will implement the district standard for technology to ensure all students have equitable access to all areas of the curriculum.

(c) Technologies at First Street School will be updated, replaced or added in order of priority.

(d) Rosetta Stone language software and headphones for student language enrichment.

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	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM materials to support instruction in our GATE classes (\$1,500 per class).
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones for Rosetta Stone.

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

- (a) First Street School will continue to implement components of the YDI plan referring to increased parent involvement (ie. Sami's Circuit Virtual Family Nights and other school and PTC-sponsored events).
- (b) First Street School will address the identified needs in the needs assessment survey completed by the school's English Learner Advisory Committee.
- (d) First Street School will work to make information more available to families through district Parent Square and Peachjar programs, as well as through the implementation of a bilingual school newsletter (Roadrunner Weekly) and Facebook.
- (e) First St. School will host virtual "Parent Informational Nights" to help keep parents informed on current issues and resources available to support parenting.
- (f) First Street School will participate in the development of a comprehensive district parent involvement plan that includes tenets for two-way communication.
- (g) First Street School will continue to provide students with agendas or folders to facilitate two-way communication with our families.
- (h) First Street School will participate in an end of the year bilingual parent survey to better inform of us of parent needs, interests, and concerns.
- (i) First Street School will employ Illuminate and other online grading programs to support parents in accessing student learning information online and in communicating with teachers and administration.

- (j) First St. School administration and teachers will keep their websites up to date to facilitate parent tracking of student work and activities.
- (k) First St. School will purchase school calendar magnets for family home use.
- (l) First Street School will work closely with the parent/school/community liaisons to improve communication between school and home.
- (m) First Street School will be part of a system that collects data around community involvement.
- (n) First Street School will continue to seek out partnerships with organizations such as SCHOOLS, PAL, Rotary, Lions, Kiwanis, etc. to ensure all students' achievement and success.
- (o) First Street School will continue to solicit parent volunteers to support student learning and school projects as is safe and acceptable within COVID protocols.
- (p) We will be adding parent nights in math, reading, writing, and science, to help parents learn more about how to support their students in school, build communication between the school and home, and provide families an opportunity to engage in learning together, thus strengthening student bonds to the school environment.

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)
1226	Title I - Parent Involvement 4000-4999: Books And Supplies Supplies and materials for parent education nights
	Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures Virtual "Family Fitness Nights" with Sami's Circuit. (Covered under physical fitness in goal 1.)
	LCFF-Supplemental (District Fund) None Specified ELD and other courses are (for parents) offered through the district's continuing education program.
	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies The district has purchased a newsletter writing program (S'more) which allows us to send out our Roadrunner Weekly in multiple languages.

	LCFF-Supplemental (District Fund) 4000-4999: Books And Supplies The district has purchased a parent communication program (Parent Square) that will allow us to reach families through the use of their computers, smartphones, etc.
1455.95	Title I 1000-1999: Certificated Personnel Salaries We will pay teachers to help support our Parent Info Nights so parents learn how to support their students at home with their learning.
527.10	Title I 5000-5999: Services And Other Operating Expenditures First Street school teachers will use Illuminate and other programs (Jupiter Ed) as a means of communicating with parents.
800	Title I - Parent Involvement 2000-2999: Classified Personnel Salaries We will enlist the support of classified personnel to increase childcare options for our evening events, thus removing barriers for involvement for parents.
637	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Calendar magnets for family home use.
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries Full-time, on-sight Parent Liaison - Communication between school and home will improve as well as parent involvement.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Having a family liaison on site and additional methods of communication has increased parent involvement on our campus immensely. Families report that they feel more informed about school events and opportunities.

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

We hoped to see a greater parent involvement with our evening educational events, but received the feedback that childcare was a barrier to access for these events.

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.

We will be adding events that involve the whole family so that families can support their students at home, including a family math night, family reading night, family writing night, and family science night. We will also add childcare supports for parent only education nights.

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
Title I	165,156.00	0.00
Title I - Parent Involvement	2,026.00	0.00
LCFF-Supplemental (Site Fund)	66,306.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	637.00
LCFF-Supplemental (Site Fund)	66,306.00
Title I	165,156.00
Title I - Parent Involvement	2,026.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,555.95
2000-2999: Classified Personnel Salaries	90,495.44
4000-4999: Books And Supplies	68,446.51
5000-5999: Services And Other Operating Expenditures	51,627.10

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	637.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	20,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	11,400.00

4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	22,506.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	12,400.00
1000-1999: Certificated Personnel Salaries	Title I	3,555.95
2000-2999: Classified Personnel Salaries	Title I	78,295.44
4000-4999: Books And Supplies	Title I	44,077.51
5000-5999: Services And Other Operating Expenditures	Title I	39,227.10
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	800.00
4000-4999: Books And Supplies	Title I - Parent Involvement	1,226.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	224,478.95
Goal 2	9,646.05

School Site Council Membership

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

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

Name of Members	Role
Angela Morton	Classroom Teacher
Lupita Parker	Other School Staff
Lyndsay Reynolds	Principal
Justina Garcia	Parent or Community Member
Florina Martinez	Parent or Community Member
Griselda Arellano	Parent or Community Member
Teresa Ochoa	Parent or Community Member
Eva Carrillo	Parent or Community Member
Molly Swesey	Classroom Teacher
Noemi Vargas	Classroom Teacher

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

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 3, 2021.

Attested:

Principal, Ruben Ayala on 11/3/2021

SSC Chairperson, Vickie Vineyard on 11/3/2021

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.

[Educational Partner 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.

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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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