

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
Creekside Oaks Elementary School	31669516098610	October 6, 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.

The school's plan is to use a MTSS approach to have every student succeed. To support the majority of the students on campus we implemented the morning meeting in every classroom to provide check-ins and support to all students. In addition, we are investing in the teachers by supporting best practices for first instruction. First instruction (Tier 1) is supported through different programs to build the capacity of our teaching staff. This includes AVID trainings and implementing AVID Elementary, math instruction through the TESS model, math alignment and data cycles, supplementary curriculum to increase the rigor and depth of our teaching materials, ELD training, teacher collaborations through the PLC process, and iReady to level and group students based on their academic needs.

For tier 2 academic support we use the SST process to monitor students and add support. This includes using aide supports at all grade levels to create intervention and extension groups, teacher tutoring, accommodations and scaffolds to assignments, extended time, differentiation if needed, EL language support through designated, integrated, and extended day teaching, and an after-school homework club. For tier 3 academics we offer services through our district's Special Education program.

For behavioral support at the Tier 1 level, we are a PBIS (Positive Behavior Intervention & Support) school that implements positive support to motivate school behaviors. We are a bucket-filling school that looks at ways to build community through the YDI (Youth Development Institute) process. For tier 2 behavior supports we offer support from the school psychologist, staff mentoring and ghost mentoring, lunch groups, check-in and check-out, recovery, and guided breaks.

All of these programs are supported by state and federal funds, including LCFF Supplemental and Title I funds.

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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).

Based on the latest survey information, there is a general sense of satisfaction for the performance of Creekside Oaks. Parents feel welcome, that their children are receiving a good education and that we are creating a positive learning environment. Areas that show room for improvement are related to students treating each other kindly, continued gains and improvements in academic achievement, updating school safety, supporting EL students in closing the achievement gap, upgrading the technology on campus, how to best support special needs students in their least restrictive environment. and working with the PTO to bring back a sense of community.

Classroom Observations

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

The school principal observes teachers both formally and informally on a regular basis with a goal of 10 informal classroom walkthroughs each week. Teachers are formally evaluated every other year, however walkthroughs and informal visits are common. Probationary teachers are formally observed three times a year, permanent teachers are formally observed at least once every other year. During observations, the principal checks for teaching effectiveness and student engagement. Reminders are given to staff through observation forms or during staff meetings if there are some research-proven, high-leverage strategies that are not being observed in the classroom. This feedback is provided through drop-in forms and meetings with the teachers after classroom visits.

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)

Grade level teams work as Professional Learning Communities to analyze state, district, and grade level student assessment data and provide intervention to those students that need additional support. Assessments include:

- * SBAC
- * ELPAC
- * Illuminate (student data management system) provides teachers with a way to analyze student scores and their progress on assessments to determine the types of interventions needed.
- * iReady provides another way to analyze student scores and offers interventions appropriate to their skill level.
- * PLCs are creating common assessments (some through the Illuminate system)
- * Ready Common Core, handwriting without tears, and site work programs
- * ESGI
- * AVID elementary
- * TESS math

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

Teachers utilize data from assessments to make decisions on intervention and enrichment groups so that students can receive the targeted instruction necessary to address their needs. This data analysis allows teachers to pinpoint specific skill deficiencies that students have. The ISPs work with grade level teams to assist with small group interventions and support students with learning loss or deficiencies. The groups are dynamic and flexible and change throughout the year based on need. Our MTSS team is also monitoring student progress and ensuring that those students who need support are provided with opportunities to improve.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members of Creekside Oaks meet the requirements for Highly Qualified status.

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

There are sufficiently credentialed teachers and they have received the necessary professional development to effectively utilize the district adopted and state approved instructional materials.

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

All staff development opportunities are aligned with the district annual goals and professional development plan as well as that of the school site and the assessed needs of the student. Due to substitute shortages in the district, the staff is unable to access all available professional development opportunities. A number of district trainings and PD have been cancelled or postponed because of staffing shortages.

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

WPUSD provides three education specialists who are available to work with individuals and teams of teachers to develop effective instructional programs through lesson studies, analysis of the standards, and through coaching and observation.

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

Our school returned to a more standard schedule this year and PLC work takes place on Monday afternoons. Teachers collaborate to discuss effective teaching of the standards and of the analysis of student achievement data, identifying which students are in need of additional intervention, and which need additional learning through enrichment activities.

Teaching and Learning

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

- * The report card is aligned to standards.
- * Core subject areas, materials, instruction and assessments are aligned with the current state standards.
- * District adopted curriculum is used in language arts math, science, social studies and visual arts.
- * Teachers use supplemental materials where needed for specific grade/subject areas.

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

Creekside Oaks fully adheres to the recommended instructional minutes for reading/language arts and mathematics. Teachers develop weekly lesson plans as well as long-term plans. Those plans meet the instructional minutes in each curricular area. Teachers track PE minutes weekly to ensure student participation in regular physical activity. Students have opportunities throughout the week for science, music and library time.

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

Grade levels in the Wester Placer Unified School District have created district wide year long pacing guides for each member of a grade level to follow when teaching a subject. Creekside Oaks incorporates reading and math intervention opportunities to support students at all levels and abilities in both the traditional track and the bilingual immersion program.

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

Teachers and students in both general education and special education have access to standards based textbooks and supplemental materials. The bilingual immersion program has access to Spanish language instructional materials.

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 CDE.

Opportunity and Equal Educational Access

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

- * Weekly grade level meetings (PLCs) are scheduled by grade level teams so teachers can evaluate student progress and determine proper interventions to provide additional support.
- * Grade level teams provide universal access time where under performing students can receive instructional support.
- * All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).
- * Student Support Team (SST) meetings are held to assist students/parents with ideas and guidelines for assistance at home and at school. This is done through our MTSS team.
- * AVID
- * TESS
- * District paid aide in Kindergarten to further support instruction
- * Additional aide time in kindergarten and first grade to support instruction
- * Targeted intervention at all grade levels four days a week supported by ISPs
- * Targeted intervention at all grade levels of the bilingual immersion program five days a week supported by an ISP

In an effort to support students, we have a twice-a-week homework club. Additional 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

Creekside Oaks is implementing various practices to improve student achievement. One practice includes the use of Professional Learning Communities, where teachers meet weekly to collaborate on improving instruction and developing interventions to re-teach students who need additional support. Additionally, teachers have received some training through the use of checking for understanding, the explicit teaching of academic vocabulary, creating close reading lesson plans and addressing needs of English Learners. Currently our ELA lesson designs include various strategies that help students learn and develop vocabulary through utilizing various types of graphic organizers. Teachers also provide opportunities for students to analyze text and find answers /information in that text as they are reading and preparing to write about. To continue to raise student achievement, teachers are being trained brain-based math instruction (TESS model) and we are working on note taking, organizational skills, WICOR, Costa's level of questioning and the growth mindset through AVID.

Parental Engagement

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

- * Full-time school psychologist on campus to assist with student mental health, small group counseling, and assist with other supports for students and families.
- * STAR day care program for academic, recreational and enrichment activities.
- * CARE after school program for academic, recreational and enrichment activities.
- * MTSS approach is used to monitor students and provide academic and behavioral support as needed.
- * Social skills counseling is provided to students.
- * Lighthouse Resource Center in the city of Lincoln, services for family, parent, student counseling and guidance services.
- * SST meetings to assess and assist student needs with faculty/parent input.
- * Parent/teacher conferences
- * PCOE and WPUSD staff development
- * Special Education programs.
- * Teacher notes/emails/communication systems are used to keep parents informed of student progress and address concerns.
- * Use of Google Classroom, Kami, SeeSaw and other programs to share resources, assignments and communication
- * Instructional assists for academics and funds available.
- * Library time scheduled for all students weekly
- * ELAC meetings four times a year for parents of English Language Learners
- * Instructional Support Providers (four for traditional classes and one for bilingual immersion program)
- * We have a bilingual parent/school/community liaison to help all families she assists Spanish-speaking families with school communication
- * After school tutoring/homework club is available as extra academic support
- * Active school site council that meets to better support students and families of the 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)

The school leadership team, School Site Council and ELAC meet regularly to assist in the planning, implementation and evaluation of school programs that utilize Title 1 and/or LCFF funds. Other opportunities for involvement include: parent information nights, parent engagement team to help connect parents to the school, Latino Literacy Program, staff meetings, Parent Liaison, office PLC meetings, AVID meetings, YDI meeting and school safety meetings. Community partners from all groups had similar concerns: how to help students adjust to a "normal" school day in academics, behavior and mental health supports. Their concerns directly impacted our plan for this year as we added ISP positions, a full-time school psych, tutoring and small group counseling.

Funding

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

Five Intervention Service Providers (ISPs) provide reading and math intervention support for students who are under performing. Four ISPs work with the traditional classes (K-5) and one ISP works with our bilingual immersion students in grades K-2.

Fiscal support (EPC)

Fiscal support includes, but is not limited to, Title 1, supplemental and general fund dollars.

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

In order to create our SPSA input comes from different stakeholders. This includes the school's leadership team, the ELAC team, the school site council, classified staff meetings, certificated staff meetings, and alignment with LCAP goals. Each group is asked and looks at school/student needs through data checks and surveys. Once the plan is created different groups will look over the plan and the school site council approves it. ELAC met on September 15, 2022, and the School Site Council met on September 20, 2022, to discuss the SPSA.

Resource Inequities

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

Our school does not have a gym/multi-purpose room or space for school performances or assemblies. The cafeteria is very small and does not include a stage or indoor space where we can fit our entire school for an assembly or performance. This lack of space prohibits our students from the opportunity to participate in activities like students at other schools in the district. In order to hold performances we have to request use at the community center next door and this requires an immense amount of set-up time. In addition, rainy or smoke or inclement weather days require students to spend recess in their classrooms rather than in a cafeteria or gym/multipurpose room. This means our teachers have a shorter lunch time and shorter breaks.

School safety remains a priority on campus. Not all classrooms at Creekside Oaks have Columbine locks (the ability to lock the door from the inside). In the event of an emergency, it could be a challenge to lock doors because some teachers would have to open their doors to lock them.

The COVID-19 pandemic has shown that access to reliable internet and technology is an inequity in the school community. In addition, there are visible differences in student support at home. Some households do not have an adult at home to help students. Also, some adults struggle with language and knowledge surrounding technology. We continue to do our best to support students and families impacted in this way.

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	0.49%	0.7%	%	3	3	
African American	2.63%	1.8%	2.23%	16	8	10
Asian	1.64%	1.6%	0.89%	10	7	4
Filipino	1.97%	0.9%	0.22%	12	4	1
Hispanic/Latino	35.96%	45.4%	52.78%	219	203	237
Pacific Islander	0.33%	%	%	2		
White	48.93%	42.7%	36.97%	298	191	166
Multiple/No Response	7.22%	5.8%	6.68%	44	26	30
	Total Enrollment			609	447	449

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	136	95	93
Grade 1	96	65	97
Grade 2	85	64	70
Grade3	97	63	61
Grade 4	96	82	60
Grade 5	99	78	68
Total Enrollment	609	447	449

Conclusions based on this data:

1. We have a diverse school, with this we have different groups with different needs.
2. Our enrollment numbers have stayed consistent the last two years.
3. Our Hispanic/Latino population has increased significantly over the last three years.

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	80	75	98	13.1%	16.80%	21.8%
Fluent English Proficient (FEP)	27	17	18	4.4%	3.80%	4.0%
Reclassified Fluent English Proficient (RFEP)	17	0		23.0%	0.00%	

Conclusions based on this data:

1. Last year our English Learner numbers declined slightly.
2. The percent of students classified as English Learners demonstrates a need for consistent supports.
3. Our reclassified numbers dropped significantly because we weren't able to ELPAC test students due to COVID.

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	97	62		97	59		97	59		100	95.2	
Grade 4	89	78		88	73		88	73		98.9	93.6	
Grade 5	97	80		97	76		97	76		100	95.0	
All Grades	283	220		282	208		282	208		99.6	94.5	

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.	2415.		29.90	27.12		24.74	23.73		25.77	18.64		19.59	30.51	
Grade 4	2481.	2455.		30.68	15.07		20.45	27.40		21.59	26.03		27.27	31.51	
Grade 5	2514.	2508.		24.74	23.68		34.02	35.53		17.53	17.11		23.71	23.68	
All Grades	N/A	N/A	N/A	28.37	21.63		26.60	29.33		21.63	20.67		23.40	28.37	

2019-20 Data:

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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	26.80	11.86		57.73	61.02		15.46	27.12	
Grade 4	26.14	15.07		54.55	67.12		19.32	17.81	
Grade 5	30.93	19.74		46.39	60.53		22.68	19.74	
All Grades	28.01	15.87		52.84	62.98		19.15	21.15	

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	21.65	12.07		54.64	55.17		23.71	32.76	
Grade 4	22.73	8.22		56.82	63.01		20.45	28.77	
Grade 5	21.65	25.00		58.76	52.63		19.59	22.37	
All Grades	21.99	15.46		56.74	57.00		21.28	27.54	

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	24.74	15.25		61.86	77.97		13.40	6.78	
Grade 4	22.73	13.70		63.64	68.49		13.64	17.81	
Grade 5	15.46	10.53		60.82	72.37		23.71	17.11	
All Grades	20.92	12.98		62.06	72.60		17.02	14.42	

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	32.99	22.03		47.42	55.93		19.59	22.03	
Grade 4	27.27	15.07		48.86	68.49		23.86	16.44	
Grade 5	38.14	26.32		38.14	57.89		23.71	15.79	
All Grades	32.98	21.15		44.68	61.06		22.34	17.79	

2019-20 Data:

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

Conclusions based on this data:

1. The percentage of students testing has remained above 95%.
2. More than 50% of our students met or exceeded the ELA standards.

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	97	62		97	60		97	59		100	96.8	
Grade 4	89	78		88	71		88	71		98.9	91.0	
Grade 5	97	80		95	74		95	74		97.9	92.5	
All Grades	283	220		280	205		280	204		98.9	93.2	

* 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	2464.	2430.		40.21	22.03		21.65	25.42		22.68	30.51		15.46	22.03	
Grade 4	2492.	2472.		27.27	16.90		23.86	25.35		31.82	33.80		17.05	23.94	
Grade 5	2509.	2477.		27.37	14.86		23.16	10.81		21.05	33.78		28.42	40.54	
All Grades	N/A	N/A	N/A	31.79	17.65		22.86	20.10		25.00	32.84		20.36	29.41	

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.

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	50.52	20.34		26.80	57.63		22.68	22.03	
Grade 4	40.91	21.13		28.41	57.75		30.68	21.13	
Grade 5	31.58	16.22		31.58	40.54		36.84	43.24	
All Grades	41.07	19.12		28.93	51.47		30.00	29.41	

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.

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	41.24	25.42		43.30	55.93		15.46	18.64	
Grade 4	28.41	12.68		44.32	59.15		27.27	28.17	
Grade 5	27.37	14.86		47.37	51.35		25.26	33.78	
All Grades	32.50	17.16		45.00	55.39		22.50	27.45	

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	48.45	23.73		35.05	54.24		16.49	22.03	
Grade 4	38.64	21.13		37.50	56.34		23.86	22.54	
Grade 5	21.05	8.11		51.58	64.86		27.37	27.03	
All Grades	36.07	17.16		41.43	58.82		22.50	24.02	

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. Student participation remains above 93%.
2. The number of students who met or exceeded in math has declined over the last three cycles: 48.5%, 54.5% and 37.7%.
3. Our students need more support in math interventions.

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	1397.3	1410.4		1417.4	1428.3		1350.0	1368.8		16	22	
1	1434.5	*		1441.0	*		1427.6	*		14	10	
2	1494.8	1466.4		1482.6	1472.6		1506.6	1459.6		17	13	
3	*	1483.2		*	1484.5		*	1481.3		10	15	
4	1505.4	1493.1		1494.0	1488.7		1516.2	1497.0		15	13	
5	1514.5	*		1502.2	*		1526.1	*		13	10	
All Grades										85	83	

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	0.00	9.09		18.75	31.82		56.25	45.45		25.00	13.64		16	22	
1	0.00	*		21.43	*		64.29	*		14.29	*		14	*	
2	17.65	7.69		64.71	30.77		11.76	38.46		5.88	23.08		17	13	
3	*	6.67		*	33.33		*	33.33		*	26.67		*	15	
4	13.33	15.38		40.00	53.85		40.00	7.69		6.67	23.08		15	13	
5	23.08	*		38.46	*		15.38	*		23.08	*		13	*	
All Grades	9.41	12.05		38.82	34.94		37.65	33.73		14.12	19.28		85	83	

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	12.50	13.64		18.75	31.82		50.00	40.91		18.75	13.64		16	22	
1	0.00	*		50.00	*		42.86	*		7.14	*		14	*	
2	47.06	15.38		29.41	30.77		17.65	38.46		5.88	15.38		17	13	
3	*	13.33		*	40.00		*	26.67		*	20.00		*	15	
4	20.00	23.08		60.00	46.15		6.67	15.38		13.33	15.38		15	13	
5	38.46	*		30.77	*		7.69	*		23.08	*		13	*	
All Grades	24.71	19.28		34.12	38.55		27.06	27.71		14.12	14.46		85	83	

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	0.00	0.00		12.50	18.18		43.75	59.09		43.75	22.73		16	22	
1	0.00	*		7.14	*		50.00	*		42.86	*		14	*	
2	17.65	7.69		35.29	38.46		35.29	23.08		11.76	30.77		17	13	
3	*	0.00		*	26.67		*	40.00		*	33.33		*	15	
4	6.67	7.69		33.33	46.15		53.33	23.08		6.67	23.08		15	13	
5	7.69	*		30.77	*		46.15	*		15.38	*		13	*	
All Grades	5.88	6.02		27.06	24.10		44.71	40.96		22.35	28.92		85	83	

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	6.25	18.18		81.25	72.73		12.50	9.09		16	22	
1	21.43	*		78.57	*		0.00	*		14	*	
2	52.94	30.77		41.18	61.54		5.88	7.69		17	13	
3	*	20.00		*	66.67		*	13.33		*	15	
4	13.33	38.46		80.00	46.15		6.67	15.38		15	13	
5	7.69	*		69.23	*		23.08	*		13	*	
All Grades	24.71	26.51		65.88	63.86		9.41	9.64		85	83	

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	12.50	9.09		62.50	68.18		25.00	22.73		16	22	
1	0.00	*		64.29	*		35.71	*		14	*	
2	41.18	23.08		41.18	46.15		17.65	30.77		17	13	
3	*	13.33		*	66.67		*	20.00		*	15	
4	46.67	23.08		40.00	69.23		13.33	7.69		15	13	
5	53.85	*		30.77	*		15.38	*		13	*	
All Grades	28.24	21.69		48.24	60.24		23.53	18.07		85	83	

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	4.55		68.75	72.73		31.25	22.73		16	22	
1	7.14	*		50.00	*		42.86	*		14	*	
2	17.65	23.08		76.47	46.15		5.88	30.77		17	13	
3	*	0.00		*	46.67		*	53.33		*	15	
4	6.67	15.38		66.67	61.54		26.67	23.08		15	13	
5	23.08	*		61.54	*		15.38	*		13	*	
All Grades	10.59	10.84		67.06	55.42		22.35	33.73		85	83	

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	12.50	13.64		18.75	63.64		68.75	22.73		16	22	
1	0.00	*		64.29	*		35.71	*		14	*	
2	23.53	9.09		64.71	45.45		11.76	45.45		17	11	
3	*	13.33		*	66.67		*	20.00		*	15	
4	13.33	15.38		80.00	61.54		6.67	23.08		15	13	
5	15.38	*		61.54	*		23.08	*		13	*	
All Grades	12.94	11.11		60.00	64.20		27.06	24.69		85	81	

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. In general, reading and writing scores are lower for students and we need to continue to develop these skills for EL students.
2. The number of students being tested has stayed consistent.

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 graduate from high school college and career ready.

Identified Need

All students with a focus on low achieving students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase academic achievement as measured by iReady diagnostic tests in reading and math.	iReady diagnostic test 1 will serve as baseline data.	Student iReady scores will increase 20 or more points in reading and math.
Summative ELPAC test scores	For all grade levels the 2021-22 ELPAC scores; 15% score at a level 1, 40% score at a level 2, 29% score at a level 3, and 15% score at a level 4.	Increase achievement and progress on Summative ELPAC SBAC for grades 4-5.
English Learner reclassification rates	For the 21-22 school year, 21.8% of students are designated EL. 12.2% of EL students were reclassified fluent English proficient.	
Maintain attendance rate of 90% or better for all students.	Current attendance rate is 92%	Maintain an attendance rate higher than 95%.
California Healthy Kids Survey (CHKS)	We will administer the CHKS in spring 2022.	Through the continued development of YDI and PBIS we expect to see: <ul style="list-style-type: none"> • 90% of students feel connected to the school • 75% of students feel like they get to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		meaningfully participate in school <ul style="list-style-type: none"> • 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

- * School staff will collaborate in the implementation of MTSS for student support services. Staff and students will utilize resources and supports so all students will have access to strategic intervention and enrichment support. This will connect with SSTs, 504s and resource classes as needed. This will also connect PBIS.
- * Low income and English Learner students struggle with academic language and lack the vocabulary necessary to make gains in their assessments. Supplementary materials and supplies will help these students gain the skills needed to close the achievement gap.
- * Ongoing purchase of library and instructional materials to supplement instruction.
- * All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Such practices will include, but not be limited to: communicating clear learning/language 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; use of GLAD and AVID strategies; and creating a positive learning environment where students are safe and actively engaged.
- * Grade level teams will have the opportunity to meet on a regular basis to collaborate, plan and create common formative assessments and review student data to make informed instructional decisions.
- * AVID Strategies and organization.
- * Supplemental materials, supplies, and programs may be purchased to support and enrich the core curriculum and provide intervention and enrichment for student achievement
- * Students participate in intervention or enrichment programs as applicable. Instructional Support Providers (ISPs) are utilized to support instruction during this time.
- * Alignment of Instruction with CA Common Core Content Standards. All instructional supplies and material purchased will be related to approved content standards and curriculum. Lesson plans are developed to align with Common Core standards. Benchmarks for achievement are developed to align with Common Core standards and are designed to be used as a gauge for measuring progress.

- * Teachers, support staff, and administrators will participate in a 4-day youth development institute offered by the district as available. School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill-building for youth.
- * Positive behavior recognition and incentives. Academic and character awards are given each trimester. School-wide positive behavior recognition program elements implemented which include reward incentives, and special activities.
- * Weekly clearing of unverified absences
- * SARB/Attendance letters generated and sent on a regular basis
- * Review of students receiving letters
- * Meet with families to assist in improving attendance and providing support services
- * Conduct Home visits
- * Goals will be reviewed in School Site Council meetings, ELAC/parent meetings, and staff meetings.

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) 1000-1999: Certificated Personnel Salaries Grade level PLCs will continue their work with the district educational services department to develop curriculum unit maps and instructional guides for English language arts that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both Spanish and English. Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.
2000	Title I 4000-4999: Books And Supplies ELA and Math supplemental materials
2400	Title I 4000-4999: Books And Supplies We will be updating our library by purchasing additional non-fiction and fiction books in both

	English and Spanish. Additional instructional materials, computer site licenses and programs will be purchased as needed to provide additional support for students in progressing to the grade level standard.
3000	Title I 4000-4999: Books And Supplies AVID supplies for students and classrooms
	LCFF-Base (District Fund) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes and other relevant artifacts.
1443	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies AVID supplies for students and classrooms
8000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Creekside will continue to work at becoming an AVID demonstration school, including registration (and all related conference costs) for summer institute.
	LCFF-Supplemental (District Fund) 5800: Professional/Consulting Services And Operating Expenditures Use of iReady or iStation (for the bilingual immersion program) or other computer based programs track student progress and provide targeted practice at each student's individual level.
113138	Title I 2000-2999: Classified Personnel Salaries The equivalent of four six-hour Intervention Service Providers (ISPs) work with the teachers to create additional intervention groups.
22000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Intervention Service Providers (ISPs) funding to create additional intervention groups.
3200	LCFF-Supplemental (Site Fund)

	4000-4999: Books And Supplies Supplemental supplies -- supporting intervention and academic support programs
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school wide intervention and after school tutoring programs.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
400	Title I 4000-4999: Books And Supplies 10% of ink cost for teachers to implement GLAD lessons for language arts and TESS math lessons.
1765	Title I 4000-4999: Books And Supplies 10% of copy costs, including machine leases associated with the implementation of school wide intervention and after school tutoring programs.
	A YDI team will meet regularly to look at the culture and climate of the school. The will evaluate programs and continue to build an empowered school culture.
2858	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Funding support for teachers on the MTSS team.
539	Title I 4000-4999: Books And Supplies PBIS rewards program to give positive incentives to students
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies PBIS rewards program to give positive incentives to students
2500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Instructional supplies for teachers and classrooms.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

- * All teachers will work toward becoming GLAD certified
- * All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged
- * All teachers will provide integrated and designated ELD to English learners.
- * Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts
- * Extended Learning Time: Students participate in intervention or enrichment or after school support services as applicable
- * Curriculum embedded resources will be utilized to support student's access to core curriculum through the use of research-based strategies such as those identified in GLAD and the WPUUSD ELD Institute
- * School site will have teachers that participate in English language arts and math action teams working with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency.
- * Because of language barriers at home, English Learners also need support in completing their homework.

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)

District English language arts action teams will work with the educational services department to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and the ELD standards. The instructional guides will have teaching strategies and resource

	recommendations for supporting English learners in meeting or exceeding grade level standards.
	Teachers will collaborate during PLC meetings to determine the best way to provide effective instruction to English Learner students and support them in their learning.
	Reports from Illuminate that are specific to English learners will be given to teachers to monitor student progress and identify areas of need for improvement.
3894	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Teachers in grades K-5 will have access to Scholastic and Time for Kids to increase reading skills and language acquisition.
	Systematic and organized processes will be established from the site English Language Learner committee on how teachers will provide both designated and integrated instruction daily to English Learner Students through information gathered from trainings and state documents from the department of education.
	Teachers will consistently implement these processes to support English Learner students across all subject areas.
	Site end of semester reading assessments will be given to continue to monitor English Learner progress and identify areas of need for improvement.
3000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An after school homework club / tutoring program will be expanded to support students struggling in school to complete their homework.

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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.

Resources have been targeting best first instruction strategies through learning AVID, TESS, and GLAD strategies. We also use an intervention model through data tracking to meet students individual needs. This has been accomplished through ISP support, collaboration time, PLC time, data cycles through TESS, supplemental resources, access to technology, connecting with parents and the community for support, and creating meaningful relationships on campus. We are determined to return to a green level status in both math and language arts on the California School Dashboard as students adjust to being back in school full-time.

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 have followed the budget and have not had any major spending differences.

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.

From the analysis we need to focus on learning loss from the school closures and distance learning. As student spend more time adapting to being back in school, we need to use invention groups and PLC time effectively.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Increasing positive parent involvement at school events, creating relationships to support student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment from parent nights, Back to School Night and Open House	Back-to-school night was held in-person for the first time in two years. We had 75% attendance. Our first parent engagement night was well attended and we expect to see growth in that area as the program builds. We also hosted a lunch on the lawn for parents to join their students for lunch and had nearly 50% of parents show up for the event.	Continue to offer parents virtual and in-person meetings so attendance is convenient to their schedules. Keep back to school night attendance above 80%. Continue to host events that allow parents to be on campus and interacting with their students.
California Healthy Kids Survey (CHKS)	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%: <ul style="list-style-type: none"> 32% of parents (district-wide) feel that our schools actively seek parent input before decision-making

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> • 51 % 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 student's education

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

- * Parent education will be provided through continuing education.
- * School site will also provide regular opportunities for parents to receive education through a variety of school events: parent information nights, ELAC meetings and classes, and other online resources.
- * School site will utilize a variety of resources to facilitate two-way communication with families such as the use of Jupiter Ed, Parent Square, and Smore for weekly Hawk Headlines newsletters, parent-teacher conference scheduling as well as website maintenance, and the use of social media
- * A parent liaison will be utilized to provide translation/interpretation services for our Spanish-speaking families
- * Communication and information will also be shared through Parent Teacher Club, School Site Council, English Learner Advisory Council, Parent education nights, newsletters, flyers, phone calls
- * School site will implement the use of AVID binders and weekly electronic newsletters to consistently send home information for families on a regular basis
- * School site will continue to develop and maintain the school's website
- * Parents and community members will have access to computers at school for communication and educational purposes
- * School site will actively seek out parents to participate on collaborative decision-making committees, such as ELAC, SSC, PTC, etc
- * Regular ELAC meetings will be held throughout the year to support students and parents in their acquisition of English and to maintain and support parent involvement for our EL families.
- * School will collaborate with outside agencies, the district, and other school sites to coordinate programs to further develop parent education and participation.
- * Technologies will be updated, replaced, or added as needed to provide equitable and safe access
- * Work to update classroom technology to align with the district standard

- * School site will utilize an updated communication system provided by the district to ensure student safety and ongoing communication throughout the day
- * Work with the district to update and improve facilities

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)
803	Title I - Parent Involvement 5000-5999: Services And Other Operating Expenditures During parent information nights we will offer daycare for parents and food to the participants
	Title I - Parent Involvement ELAC meetings will be held several times a year to help educate parents on programs and strategies being used to help English Learner students. They will also be given tips and strategies to help their children at home be more successful.
1500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An interpreter will be employed during parent teacher conferences so that parents and teachers can communicate better.
3000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies A learning management system (Jupiter Ed.) is in place to provide parents with ongoing information about their child's academic progress, classwork, and homework.
2000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries After hours interpreting (outside of parent teacher conferences)
708	Title I - Parent Involvement 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish
1500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries A translator will be used to assist translating student work and notices home in Spanish

7000	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Students and teachers will have access to up-to-date technology so that they can participate in current practices of technology use for learning. This technology will follow students during the intervention time block.
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries A parent liaison will work to connect EL families to school.

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.

We have worked hard to set up programs to inform and have parents more connected to the school. We have received mixed results from our programs.

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

The gap is just wanting to have more parents connected and informed about programs and how to best help their son or daughter through school.

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 are going to add more surveys to connect with what parents want and need.

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	123,242.00	0.00
Title I - Parent Involvement	1,511.00	0.00
LCFF-Supplemental (Site Fund)	67,395.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	67,395.00
Title I	123,242.00
Title I - Parent Involvement	1,511.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,858.00
2000-2999: Classified Personnel Salaries	143,846.00
4000-4999: Books And Supplies	29,641.00
5000-5999: Services And Other Operating Expenditures	8,803.00
6000-6999: Capital Outlay	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	2,858.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	30,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	19,537.00

5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	8,000.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	7,000.00
2000-2999: Classified Personnel Salaries	Title I	113,138.00
4000-4999: Books And Supplies	Title I	10,104.00
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	708.00
5000-5999: Services And Other Operating Expenditures	Title I - Parent Involvement	803.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	175,637.00
Goal 2	16,511.00

School Site Council Membership

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

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

Name of Members	Role
Megan Dickson	Principal
Kellie Rafferty	Other School Staff
Yara Montero	Parent or Community Member
Ann Larsen	Classroom Teacher
Jenna Nohel	Classroom Teacher
Holly Halbert	Classroom Teacher
Madison Yule	Classroom Teacher
Rosabel Ortiz	Other School Staff
Lidia Munoz	Parent or Community Member
M. Gricelda Gutierrez	Parent or Community Member
Mikaela Zimmerman	Parent or Community Member
Christina Richardson	Parent or Community Member
Susanna Maldonado	Parent or Community Member
Jenny Hancock	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/6/2022.

Attested:



Principal, Megan Dickson on 10/11/2022



SSC Chairperson, Kellie Rafferty on 10/11/2022

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**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/>

Developed by the California Department of Education, January 2019