

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
Foskett Ranch Elementary School	31-66951-0108514	5/10/22	

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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).

In Spring of 2020, 5th grade students at Foskett Ranch participated in the California Healthy Kids Survey. The purpose of this survey is to gauge students' feelings about school and their overall mental and physical health. While overall well being, school safety, and academic expectations were high, culture and climate indicators scored lower. 74% of students felt some sort of school connectedness. Additionally, only 69% of students felt that they received social-emotional supports and 64% felt that school was an anti-bullying climate. Foskett Ranch is planning on giving a similar survey to a wider range of students this year.

## Classroom Observations

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

Tenured teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Probationary teachers are formally observed each year until they receive tenure. All teachers are observed informally throughout the school year using walkthrough observations and feedback. Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports. An increase in use of engagement strategies (whiteboards, group work, think-pair-share) and strategies to support English Language Learners and students with special needs such as GLAD strategies, Daily 5 activities and differentiation are evident on campus as well as strategies. Students know the learning outcomes for English language arts and math as they are posted in the classroom and outlined to the students at the beginning of each lesson. Foskett Ranch is also focusing on building our MTSS team and creating a sustainable program where the classroom teacher is delivering high quality first instruction as well as acting as the first line of attack when students are struggling.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

At the start of each school year, teachers review student performance on state and local assessments to evaluate their instructional program from the prior year to establish priorities and develop goals for the current year. In reviewing data staff identify students that need extra support as well as enrichment to target instruction and intervention to meet the needs of the various levels of learners and to improve student achievement.

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

Grade levels formally meet weekly during time that has been set aside during the work day to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement effective strategies to help all students meet goals. Foskett Ranch also has an MTSS team that meets weekly to discuss students who may be struggling with academics, attendance, or mental health. The team is also implementing PBIS strategies to be proactive in all areas.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff on campus meet the criteria for highly qualified staff.

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

All teachers on site possess sufficient credentials to teach the subjects for which they are assigned. This year all staff continue to participate in staff development to address language arts, math, instruction, health and wellness, safety and our computer adapted intervention program (i-Ready). Staff also continue to participate in refresher courses to address strategies that meet the needs of English language learners and students with disabilities, the Next Generation Science Standards, Response to Intervention strategies, backwards planning of strategies, technology use in the classroom and classroom management and strategies. Teachers attend additional professional development workshops at the district and county levels on a variety of topics related to the Common Core State Standards.

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

Staff development is geared to meet the district and school's goals for student achievement based on the LCAP plan and the assessed needs of students.

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

Three Education Specialists (one ELA, one math, one ELD) are available to work with teachers. Content experts in the area of behavior and special education also provide support to teachers when needed.

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

The district calendar includes an early release day each week for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings as well as cross site department meetings. As available substitutes increase, we will continue to provide additional release time to examine math frameworks, plan and analyze math instruction, and analyze student writing in the three text types (narrative, opinion, informative) as compared to the common core writing standards and the state exemplars.

## Teaching and Learning

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

All subject areas, report cards, and assessments are aligned with current Common Core State Standards (CCSS). District adopted curriculum and supplemental material, aligned to CCSS, is used in language arts, math, science, social studies, and visual arts. Instruction and lessons are standards-aligned and originate from adopted curriculum. 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)

Teachers continue to develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

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

School grade level teams create pacing guides and unit maps. School grade level teams analyze data and collaborate to plan and implement instruction during intervention blocks to meet the needs of their students during the day.

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

Standards-based instructional materials are available in all core areas for all K-5 students. Supplemental materials have also been purchased with LCFF funds as needed. The language arts program at grades 4 and 5 includes core literature units that were developed to align to the state standards; teachers in grades K - 3 use the Benchmark Advance language arts curriculum from the state-adopted list. Software implemented district-wide (including i-Ready) is standards-aligned and individualizes intervention for students in language arts and math. Supplementary materials are used for students below or well below basic levels. In math, Pearson's EnVision Math is the adopted curriculum, and Ready Math provides supplemental lessons and video tutorials . Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts an annual resolution confirming instructional materials are available to students.

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)

Volunteers assist students in class  
Sun City Retirement Community SCHOOLS volunteers are often retired teachers that provide support for underperforming students  
Newsletter, Parent Square, and Facebook communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work  
Possible retention notices list school staff, parent and student actions  
Teachers cover all content standards in each grade level  
Cross age tutors – study buddies – with older students helping younger students  
Student teachers utilized at times during the year in specific classes  
Decodable leveled books used to assist students  
An Intervention Service Provider (ISP) works with teachers to address the needs of underperforming students  
Homework intervention support is available, as funds are available, to assist students with English language arts and math  
A software program, iReady, supports students school-wide by identifying specific skills and concepts for each student and providing systematic instruction for each student in reading and math  
Supplemental materials and strategies shared among staff to assist lower performing students  
Student Study Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school  
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs  
A partnership with Lincoln High School provides tutors and a teacher to assist struggling students after school three days per week  
All English Learner students receive ELD instruction daily from a credentialed teacher (designated/integrated).  
Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss incurred by the COVID-19 pandemic  
Site MTSS team reviews student data and works with teachers to best serve students who are struggling in academics, attendance, or behavior  
School wide implementation of Morning Meetings to increase community and positive climate

Evidence-based educational practices to raise student achievement

In addition to direct instruction, staff work with students in small groups during intervention time and pull back groups after direct instruction to target skills for remediation. Teachers implement research-based strategies to address English learners (GLAD) as well as integrated and designated English language development. Software to address instructional reading and math needs for all students, Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, software tutorial programs that target specific reading deficiencies, and direct instruction strategies (EDI, TESS).

## Parental Engagement

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

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM  
Wellness Together services for family, parent, student counseling and guidance services and onsite social skills training for small groups.  
SST meetings to assess and assist student needs with faculty/parent input  
Parent/teacher conferences with minimum days set for communication regarding progress towards state standards  
Placer County Office of Education workshops  
WPUSD in-services  
Special Education RSP & Speech  
Enrichment field trips  
Volunteers (parent, grandparent, Sun City community volunteers) in classrooms  
Instructional assistant for academics in RSP  
Special Day Classes for students with moderate/severe disabilities  
After-School tutoring as funds allow  
Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs  
Community sports programs (soccer, football, baseball, basketball)  
Library time scheduled for all students weekly  
After school enrichment clubs (private or PTO sponsored)  
SARB assistance for students who are chronically truant  
Placer Area Reading Council workshops  
Student created/led clubs  
Designated/Integrated ELD

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)

Not Applicable



## Funding

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

Leveled reading materials allow teachers to work with small groups of students performing below grade level.  
Intervention Services Provider serves students struggling in the area of reading  
Intervention curriculum has been purchased to assist in targeted intervention  
Many various supplemental materials, as requested and funds available, for staff to assist student needs  
After-school homework assistance and tutoring helps students referred by teachers and/or parents to receive assistance with basic skills  
Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues  
Blocks of time are planned at each grade level to allow teachers to collaborate to provide small group, targeted assistance and enrichment for students in the area of English language arts  
iReady online diagnostic and tutorial for reading and math target individual needs and provide online tutoring for each student

## Fiscal support (EPC)

The site receives \$47 per student in discretionary funds, and each teacher receives \$500 in lottery funds. Categorical funds include an LCFF supplemental allocation of \$38,723. PTO provides classroom grants of \$12 per child to support classroom instruction/field trips and provides funding for various campus projects and programs.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The Foskett Ranch School Site Council meets at least three times per year to discuss academic and behavioral data and to check progress towards current goals. This process allows for discussions regarding next steps and what is needed to help Foskett Ranch students be as successful as possible in both areas. As COVID has affected both academics and the mental health of our students, Site Council members agreed that the focus for the 22-23 school year should be in these areas

# 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	0.73%	%	0.60%	3		2
African American	1.7%	1.6%	1.80%	7	6	6
Asian	2.43%	3.2%	4.49%	10	12	15
Filipino	1.21%	2.4%	0.90%	5	9	3
Hispanic/Latino	22.82%	23.7%	25.45%	94	89	85
Pacific Islander	0.24%	0.3%	%	1	1	
White	64.08%	62.1%	58.08%	264	233	194
Multiple/No Response	5.1%	6.1%	8.38%	21	23	28
	<b>Total Enrollment</b>			412	375	334

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	75	75	71
Grade 1	71	53	55
Grade 2	69	69	42
Grade3	63	53	64
Grade 4	69	58	53
Grade 5	65	67	49
<b>Total Enrollment</b>	412	375	334

### Conclusions based on this data:

1. The overall enrollment of Foskett Ranch has steadily decreased over the past three years
2. Kindergarten continues to be the grade level with the highest enrollment
3. While the number of Hispanic students is slightly declining, the overall percentage of Hispanic students at Foskett Ranch is increasing

# 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	17	19	27	4.1%	5.10%	8.1%
Fluent English Proficient (FEP)	7	6	4	1.7%	1.60%	1.2%
Reclassified Fluent English Proficient (RFEP)	3	1		15.8%	0.30%	

### Conclusions based on this data:

1. The number of EL students has increased over the past three years
2. A large number of students were reclassified in the 19-20 school year

# 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	67	52		66	49		66	49		98.5	94.2	
Grade 4	59	55		59	48		59	47		100	87.3	
Grade 5	74	64		74	62		74	62		100	96.9	
All Grades	200	171		199	159		199	158		99.5	93.0	

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	2452.	2423.		34.85	22.45		24.24	24.49		27.27	24.49		13.64	28.57	
Grade 4	2483.	2438.		30.51	10.64		33.90	23.40		6.78	23.40		28.81	42.55	
Grade 5	2527.	2531.		18.92	29.03		41.89	30.65		32.43	22.58		6.76	17.74	
All Grades	N/A	N/A	N/A	27.64	21.52		33.67	26.58		23.12	23.42		15.58	28.48	

### 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	33.33	18.37		51.52	67.35		15.15	14.29	
Grade 4	32.20	12.77		40.68	61.70		27.12	25.53	
Grade 5	29.73	29.03		62.16	62.90		8.11	8.06	
All Grades	31.66	20.89		52.26	63.92		16.08	15.19	

### 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	22.73	8.16		57.58	65.31		19.70	26.53	
Grade 4	27.12	6.38		49.15	68.09		23.73	25.53	
Grade 5	24.32	22.58		59.46	58.06		16.22	19.35	
All Grades	24.62	13.29		55.78	63.29		19.60	23.42	

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.

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	30.30	10.20		65.15	73.47		4.55	16.33	
Grade 4	30.51	10.64		61.02	70.21		8.47	19.15	
Grade 5	17.57	16.13		79.73	79.03		2.70	4.84	
All Grades	25.63	12.66		69.35	74.68		5.03	12.66	

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	24.24	22.45		63.64	57.14		12.12	20.41	
Grade 4	20.34	12.77		52.54	68.09		27.12	19.15	
Grade 5	22.97	29.03		67.57	59.68		9.46	11.29	
All Grades	22.61	22.15		61.81	61.39		15.58	16.46	

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:**

- In the area of English Language Arts reported on the 2019 California Dashboard, the subgroups of All Students, Socioeconomically Disadvantaged, Students with Disabilities, and White students increased their CAASPP scores (distance from 3 or Meets Standards) from 2018 to 2019. Hispanic students lessened their distance from a 3 or Meets Standards by 5.8 points.
- The subgroups of All Students and White students score above the distance from a 3 or Meets Standard score. The English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups are below the score of a 3 or Meets Standards (though all but the English Learner group are closing the gap to a distance from

a 3 or Meets Standards).

3. The EL subgroup dropped 13.8 points overall and are now 40 points below standard

# 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	67	52		66	49		66	49		98.5	94.2	
Grade 4	59	55		59	48		59	48		100	87.3	
Grade 5	74	64		74	62		74	62		100	96.9	
All Grades	200	171		199	159		199	159		99.5	93.0	

\* 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.	2420.		31.82	10.20		40.91	30.61		12.12	32.65		15.15	26.53	
Grade 4	2488.	2454.		22.03	8.33		35.59	18.75		28.81	47.92		13.56	25.00	
Grade 5	2503.	2510.		18.92	22.58		17.57	14.52		37.84	38.71		25.68	24.19	
All Grades	N/A	N/A	N/A	24.12	14.47		30.65	20.75		26.63	39.62		18.59	25.16	

### 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	60.61	16.33		22.73	48.98		16.67	34.69	
Grade 4	32.20	12.50		38.98	43.75		28.81	43.75	
Grade 5	18.92	12.90		33.78	58.06		47.30	29.03	
All Grades	36.68	13.84		31.66	50.94		31.66	35.22	

### 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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	39.39	18.37		45.45	51.02		15.15	30.61	
<b>Grade 4</b>	23.73	8.33		50.85	68.75		25.42	22.92	
<b>Grade 5</b>	17.57	17.74		54.05	59.68		28.38	22.58	
<b>All Grades</b>	26.63	15.09		50.25	59.75		23.12	25.16	

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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	39.39	14.29		42.42	67.35		18.18	18.37	
<b>Grade 4</b>	27.12	16.67		49.15	66.67		23.73	16.67	
<b>Grade 5</b>	21.62	22.58		45.95	66.13		32.43	11.29	
<b>All Grades</b>	29.15	18.24		45.73	66.67		25.13	15.09	

2019-20 Data:

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

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	8	
1	*	*		*	*		*	*		*	5	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	*	
All Grades										16	22	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	12.50	9.09		50.00	36.36		25.00	31.82		12.50	22.73		16	22	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	25.00	22.73		56.25	36.36		6.25	18.18		12.50	22.73		16	22	

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	6.25	9.09		31.25	9.09		37.50	36.36		25.00	45.45		16	22	

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
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	37.50	36.36		43.75	40.91		18.75	22.73		16	22	

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
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	37.50	18.18		56.25	63.64		6.25	18.18		16	22	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	6.25	4.55		75.00	45.45		18.75	50.00		16	22	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	12.50	13.64		68.75	45.45		18.75	40.91		16	22	

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. A majority of Foskett Ranch EL students are scoring as somewhat/moderately developed in reading and writing
2. Written language is the area in which EL students struggle most

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College & Career Readiness

## LEA/LCAP Goal

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

## Goal 1

All students will reach high standards in English Language Arts, Mathematics, and Science.

## Identified Need

Overall scores on Diagnostic 1 for i-Ready have shown that 70% of students are scoring below grade level in ELA and 83% of students are below grade level in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
As shown in the i-Ready diagnostic 1, students are struggling in phonics, vocabulary, and comprehension of literary and informational texts	Phonological Awareness- 72% of students performed at or above grade level. 24% of students performed one year or more below grade level Phonics- 46% of students performed at or above grade level. 32% of students performed one year or more below grade level HFW-64% of students performed at or above grade level. 26% of students performed one year or more below grade level Vocabulary- 31% of students performed at or above grade level. 45% of students performed one year or more below grade level Literary Comprehension- 34% of students performed at or above grade level. 66% of students performed one year or more below grade level	By the third i-Ready diagnostic, percentage of students performing on or above grade level will increase to at least 60%. More specifically, student performance in phonics, vocabulary, and comprehension (both literary and informational) will increase by at least 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Informational Comprehension- 32% of students performed at or above grade level. 68% of students performed one year or more below grade level	
As shown on the i-Ready diagnostic, students are struggling in all four math domains.	<p>Numbers and operations- 20% of students performed at or above grade level. 80% of students performed one year or more below grade level</p> <p>Algebra and Algebraic Thinking- 23% of students performed at or above grade level. 77% of students performed one year or more below grade level</p> <p>Measurement and Data- 28% of students performed at or above grade level. 62% of students performed one year or more below grade level</p> <p>Geometry- 23% of students performed at or above grade level. 77% of students performed one year or more below grade level</p>	By the third i-Ready diagnostic, percentage of students performing on or above grade level will increase by at least 15%. More specifically, student performance in all areas will increase by at least 15%

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. Grade levels and/or individual teachers will work with district Instructional Specialists to look at data and collaborate on instructional strategies and BEST practices in specified areas of need

B. All students practice IReady math and ELA on a weekly basis for a minimum of 45 minutes for each subject area

C. Grade level teams analyze student progress in math to provide targeted intervention

D. Grade levels plan common formative assessments in both ELA and math and use the data to plan and inform instruction.

E. ISP teacher and classroom teachers will provide targeted tier 2 intervention to identified students

F. Leveled Literacy Intervention will be used by support staff to provide tier 2 supports for identified 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)
23,895	LCFF-Supplemental (Site Fund) Intervention Support Teacher
6,498	LCFF-Supplemental (Site Fund) grade level collaboration days, additional PD

## 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.

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

No significant change

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.

No changes made

# 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 their families will feel safe and be actively engaged in school.

## Identified Need

School-wide implementation of MTSS and PBIS

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socio-emotional learning	In the California Healthy Kids Survey, only 69% of students felt that Foskett Ranch provided Socio-emotional learning supports	By June 2023, the number of Foskett Ranch students that feel that Foskett Ranch provides socio-emotional supports will increase to at least 85%
School-wide procedures and expectations	In the California Healthy Kids Survey, only 33% of students felt that other students were well behaved all or most of the time.	By June 2023, Foskett Ranch will have school wide procedures and behavior expectations for common areas. At least 80% of the students will feel that others are well behaved all or most of the time

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. Staff will create and implement a school-wide behavior plan. It is the precursor to PBIS to positively affect student well being and to implement outlined strategies for those students who need further development.
- B. Identified students participate in pro social skills groups or individual counseling sessions presented by the school psychologist
- C. Students participate in various student, staff and outside led programs (during and after school) such as choir, students council, chess, book clubs, etc. to promote youth development and youth leadership skills.
- D. Students are acknowledged for citizenship and achievement each trimester.
- E. Students are recognized on their birthdays, student of the week, and positive behavior tickets given by staff.
- F. Safety and security needs will be met, including cameras, materials, and signage
- G. All staff will implement Morning Meetings in their classrooms to encourage community building

**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)

9,056

LCFF-Supplemental (Site Fund)

student incentives and materials needed to support MTSS and Socio-emotional learning

## 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.

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

No major discrepancies

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.

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	39,449.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	39,449.00

## Expenditures by Budget Reference

Budget Reference	Amount
	39,449.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Supplemental (Site Fund)	39,449.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,393.00
Goal 2	9,056.00

# School Site Council Membership

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

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

Name of Members	Role
Gina Pasquini	Principal
Kristin Noriega	Classroom Teacher
Barbara Springborn	Classroom Teacher
Michelle Salli-Brown	Other School Staff
Austin Bowen	Parent or Community Member
Chareen Lauritzen	Parent or Community Member
Lyndsay Reynolds	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**

State Compensatory Education 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 5/10/22.

Attested:



Principal, Gina Pasquini on 9/30/22



SSC Chairperson, Kristin Noriega on 9/30/22

# 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](mailto: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](mailto: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](mailto: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](mailto: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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