

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
Lincoln Crossing Elementary School	31-66951-0113068	10/4/2022	November 1, 2022

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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).

Informal surveys are presented to staff and parents to collect input on school programs and our partnership. This data is used to inform site decisions and guide our planning. Our PTC uses the information to inform their supports and funding decisions. We administer the CA Healthy Kids survey to our 5th grade students every other spring which examines everything from their exposure to illegal substance use to their feelings of inclusivity. Overwhelmingly, the feedback and input continues to be positive. In past years the take aways included opportunities for increased communication regarding student learning targets and progress, finding ways to balance student disruptions with the learning of others in the classroom, and a desire from parents to receive support in their child's social/emotional well being. In coming back from the COVID interruption we will continue to focus on these areas. Another area of focus includes a sense of empowerment for students in their education, a desire to feel like school rules are fair and fairly applied, as well as, a focus on students who report feeling sad consistently. Our full-time school psychologist will revisit these areas.

Classroom Observations

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

Every effort is made to observe every teacher weekly, observing them engaging their students in the adopted curriculum. In general, we are looking to confirm that students are observed working on tasks within a positive classroom environment with appropriate academic and behavioral supports. We are making an effort to collect data about the type of instruction being offered. We are also monitoring ELD lessons, and the implementation of our AVID goals in the classroom. In order to achieve these observations, the principal has committed to visiting 10 classrooms a week.

Given that we have new staff we are also aiming to organically grow a peer visit program to support teacher learning. We continue to bring student teachers onto campus and encourage them to widely observe teachers on campus when available.

We are rebuilding our communications and focus as COVID protocols impacted the ways we connected. A weekly newsletter, staff meetings, and informal and formal conversations about the trends and needs we are seeing in classrooms, grade levels and site are had, but remain difficult as our best communications are in person so that all of us can problem-solve together. We have been celebrating our successes, in an effort to continue to grow greatness. All the while, we are working to find ways to build community and encourage participation and meaningful engagement with adults and students at school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the start of each year, teachers review student performance on state and local assessments in an effort to evaluate their instructional program for the prior year and establish priorities for the current year. Our team focuses more on data shared by teachers at the end of 2020-21: incoming assessment data (iReady, AR/STAR, ESGI, BPST, etc...). In reviewing this data, staff consistently recognized the need to support students who have lost traction in their learning since COVID. In addition, there is a need to establish positive citizenship and organization skills. As a site we are building out our Tier I level of interventions given the increased gaps because of COVID.

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

Staff meets weekly to evaluate specific formative assessments, develop short-term goals as a grade level, monitor progress, and provide dialogue around effective strategies for helping all students reach grade level goals. This year, as a site, we are implementing our Multi-tiered Systems of Support (MTSS) process so that we can address the whole child. Now that all students are back to in-person learning we are reviving our PBIS program and taking a new approach to our Student Study Team (SST) process so that resources are used effectively and efficiently. As part of the full implementation of MTSS, our site will use data to evaluate our progress, and we will further evaluate our assessment data to establish next steps during staff and Professional Learning Communities (PLC) meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in topical, district, county and district professional development activities. Professional development remains limited as substitutes to cover classrooms are difficult to secure. Some hourly professional development has been offered, but is limited too. We are offering EduClimber training this year as it will support data analysis in that it provides data quickly and can group information by student so we can develop procedures or programs under MTSS that will address needs of our students and staff.

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

All teachers are appropriately credentialed, have access to each component of the core curriculum, and deliver the curriculum so as to address the content standards.

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

All staff development is developed to support the district's annual goals, the school site's annual goals, and the assessed needs of students. Given the COVID pandemic, there is a strong need to consider the social emotional development of students and staff. We have also offered AVID training to all staff through our regional AVID office - this training focuses on social emotional health, growth mindset development, as well as best practice as it relates to teaching strategies.

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

Peer coaching and the district staff development plan supports the district and site curriculum goals. As we move back to more normalcy, as a district, we are committed to teachers visiting, observing and learning from each other.

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

Grade level collaboration is a hallmark of our district, and we've worked hard to provide team and cross curricular collaboration in the past year. This year, collaboration is essential and is a huge part of the Monday early release days through teacher PLCs. One of the priorities in our staff meetings will include using collaboration among teams and between teams. Providing the opportunity for teachers to connect with each other in meaningful ways is a priority now that we are back in-person.

Teaching and Learning

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

All subject areas, report cards, and testing are aligned with California Common Core State standards. Instruction and lessons are inspired by the guidelines provided by the framework and standards and staff are all using district-adopted materials or are piloting curriculum for the upcoming science adoption. Teachers use supplemental materials where needed for specific grade/subject areas and students needs.

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

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. This year, students in grade TK and K are engaged in 200 instructional minutes; students in grades 1-3 are engaged for 230 minutes and students in grades 4-5 are engaged for 240 minutes. The focus of the school day is on ELA and Math instruction (180-190 minutes) and exploring unique interests in science, music and PE. In addition, time is set aside to address character development. Our team is working to blend history and other content areas into ELA instruction by embedding reading, writing, speaking and listening skills into the history and science content areas.

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

The district, with help of grade level teacher representatives, continues to refine pacing guides which teachers use to guide their instructional scope and sequence. We will revisit our traditional universal access time as we establish our educational program and our RSP program will continue their newly developed push in program which allows us to better meet the needs of all students.

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

~Texts available through WPUSD for all TK-5 student population
~Supplemental materials have been and can be supplied by the School Site Council and/or PTC.
~Benchmark: The district has provided these materials for use in grades TK-3. Grades 4 and 5 are using a district-generated unit map program that incorporates GLAD strategies, Ready writing and reading, news magazines, and novel studies. In grade 4, these units tie tightly with the history standards.
~enVision is our adopted math curriculum which is aligned with the CA Common Core State Standards. Ready Classroom Math is also utilized as a supplemental material, as it aligns well with our iReady program and allows for more teacher choice in addressing all students' math needs
~EL students are receiving both integrated and designated English language instruction
~All grades (TK-5) are using a social studies magazine (Scholastic, Studies Weekly, etc...) to reinforce current events and history with ELA standards embedded
~Grades 1-5 receive weekly instruction from a credentialed music teacher and have access to proper music materials
~Grades 1-5 receive weekly instruction from a credentialed science teacher and have access to proper science materials
~WPUSD Board of Trustees has an annual resolution confirming instructional materials 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)

In the area of English Language Arts and Math, a standards-aligned online intervention program (iReady) will be utilized by every student in grades K-5 to identify gaps and opportunities for extension, and to provide intervention to that end. Our adopted curriculum and iReady offer intervention materials for struggling students and ELLs. Although we are unable to offer protected small group intervention for ELA and math daily, our teachers recognize the need for that time, and are finding creative ways to host small group instruction for our learners. Our teachers and Special Education team work collaboratively to ensure that students receiving RSP support are also receiving support with their classroom relevant tasks. Our Special Education team has copies of our adopted ELA and Math materials at their disposal.

Opportunity and Equal Educational Access

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

- ~Implementation of AVID program in grade 5 (2018-19), grades 4 & 5 (2019-20) and grades 4,5, and parts of grade 3 (2020-21). As the year progresses, the introduction of AVID strategies for all teachers through staff meetings, modeling will aid in supporting the needs of all students through all staff
- ~One to one remedial time with team teacher and district paid aide in kindergarten and transitional kindergarten
- ~Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
- ~Teachers teach all content standards in each grade level
- ~Student teachers provide additional support to students, when assigned to our site
- ~Decodable leveled books used to assist students
- ~Universal Access Times and/or push in RSP support for targeted intervention and enrichment
- ~Supplemental materials and strategies shared among staff to assist lower performing students
- ~Student Success Team (SST) meetings held, per need, to assist students/parents with ideas and guidelines for assistance at home and at school. SSTs are monitored and followed up on by our SST coordinator
- ~Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP). 504 plans are developed as needed.
- ~Pre-teach and reteach opportunities based on student outcome data
- ~School-based resource programs facilitated by our MTSS Team
- ~Rolling out use of EduClimber program via Illuminated to support data collection and analysis
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

Evidence-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Read Naturally, Touch Math, and core curriculum intervention and enrichment activities. Teachers are also carefully crafting learning outcomes for each lesson and working to increase their focus on the key outcome/question when constructing lessons and evaluating student progress. Our PLCs meet regularly in order to analyze assessment and anecdotal data in order to set goals and improve outcomes for all students.

Parental Engagement

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

Additional Student Supports:

- ~STAR After School Program support our students and offer academic, recreational, and enrichment activities
- ~Universal Access and Fun Friday/Enrichment blocks designed purposefully to support productive student play, academic enrichment, and VAPA based enrichment
- ~Opportunities for students to participate in choice activities like student leadership, musical theater and choir
- ~Our site continues to partner with organizations in order to promote community or sports organizations activities/opportunities for our families
- ~Access to district (bilingual) Parent/School/Community liaisons to communicate with Spanish speaking families; our weekly parent newsletter is able to be translated into dozens of languages

Supportive Programs and Positions that build Partnerships:

- ~Special Education RSP & Speech
- ~RSP push in support weekly into classrooms to support students with IEP goals, as well as students who may require additional support
- ~Instructional assistant for academics in Resource Program
- ~Wellness Together services for family, parent, student counseling and guidance services
- ~SST meetings to assess and assist student needs with faculty and include parent input within the process
- ~WPUSD in-services available
- ~Health Clerk time available to assist students' physical needs
- ~Approximately 150+ minutes of prep time daily for each teacher for planning time to assist students in various ways, communicate/report to parents, planning specifics re: academic needs and collaborative conversations
- ~Our Library Tech continues to make books available to our students with weekly visits, host book fairs, and create opportunities for our students to engage in library activities
- ~Love & Logic class offered on our campus; child care is provided
- ~Multi-Tiered Systems of Support (MTSS) is being fully developed due to the fact we now have a full-time School Psychologist. Having this support has allowed us to address server social emotional needs of many students, at least 4 to 5 per classroom in the primary grades and a handful in the intermediate grades too. The School Psychologist position has allowed us to set-up daily check-ins and check-outs which has forged strong proactive, positive relationships with students and aided in them building classroom behaviors that result in positive interactions. Professional Development has also been offered by our School Psychologist so all staff can support students both in the classroom and out of the classroom.

Communications:

- ~Parent/teacher conferences - all teachers meet with all families at least once a year; typically at the end of the first trimester
- ~Teacher notes/communication systems keep parents informed
- ~The SMORE & Parent Square programs are key to continuous communications with parents as it provides two-way communications
- ~All parents receive administrator's communication weekly, except during holidays
- ~All parents are encouraged to attend the School Site Council meetings in order to form an in-depth understanding of site programs and budget, with a focus on topics of parent interest each month; child care is provided

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

N/A

Funding

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

- ~Accelerated Reader program to assess reading comprehension and to motivate students to read (used in some classes)
- ~iReady Diagnostic and Intervention programs for enrichment and to support catching up for underperforming students - both ELA and Math
- ~Supplemental materials, as requested and funds available, for staff to assist student needs
- ~Special education funds assist with RSP, Speech, Psychologist personnel
- ~Assistance with paper supplies and copier costs to assist staff/students with extra materials needed
- ~Support from PTC to provide funds for our teachers as well as virtual art docent program, field trips, student leadership and VAPA productions
- ~Our district was able to make a commitment to go 1:1 on digital devices from grades K-12
- ~Funds set aside for staff Professional Development and Collaboration
- ~We are examining the feasibility of rehiring an Intervention Support Professional (ISP) to support small group instruction during the school day

Fiscal support (EPC)

Each year the site is allocated funding that is adjusted based on school enrollment numbers and site student demographics. This year the site received \$18,377 in discretionary funds, and each teacher received \$500 in lottery funds. Supplemental dollars total \$40,795 and are to be used to focus on the needs of English Learners, Low-Income, and Foster Youth students. PTC provides teacher/classroom grants and grade level support through their fundraisers. These funds are also used to support our Visual & Performing Arts 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

This year is the "start -over" year given it is our first year fully back from COVID. We meet as a site through Staff Meetings, Site Leadership Team, All Grade Level PLC meetings, School Site Council, English Learner Advisory Committee, and PTC to analyze data, both academic and social-emotional wellness. In addition, we share information about our goals and progress with families through regular teacher communication and from the principal in the monthly Colt Communication newsletter and regularly through ParentSquare. We collect data from our parent community and staff via

surveys and parent and staff committees. We are transparent with all of these community partners regarding our progress towards our goals, and are open to receive feedback and input to that effect as we value our partnerships.

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	0.86%	1.2%	0.97%	6	5	4
African American	1.72%	1.7%	1.21%	12	7	5
Asian	3.72%	4.3%	4.36%	26	18	18
Filipino	4.73%	5.1%	3.15%	33	21	13
Hispanic/Latino	16.91%	18.8%	21.31%	118	78	88
Pacific Islander	0.43%	0.2%	%	3	1	4
White	63.04%	58.3%	55.21%	440	242	228
Multiple/No Response	7.31%	9.2%	12.83%	51	38	53
Total Enrollment				698	415	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	153	86	110
Grade 1	108	77	51
Grade 2	112	54	82
Grade 3	107	60	51
Grade 4	108	59	59
Grade 5	110	79	60
Total Enrollment	698	415	413

Conclusions based on this data:

1. Our enrollment has increased by 44 students for the 2022-23 school year. We are full in 1st & 3rd grade, even having to send some students to other schools as overflow.
2. We have three teachers assigned to Kinder, First, and 3rd now
3. Our demographics continue to shift to a more diverse population, which we welcome

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	21	11	19	3.0%	2.70%	4.6%
Fluent English Proficient (FEP)	14	9	5	2.0%	2.20%	1.2%
Reclassified Fluent English Proficient (RFEP)	5	1		20.0%	0.20%	

Conclusions based on this data:

1. Our EL enrollment adjusts widely from year to year so it is an area we must continuously monitor
2. We have small pockets of ELLs in each grade; we work each spring to identify students based on their ELL level and to cluster them in classes with students working at similar skill levels. This supports our teachers efforts to provide appropriate designated and integrated ELD instruction to their students. We rely heavily on iReady data to monitor progress for these students in both math and ELA.
3. Instructional tools/strategies like GLAD and AVID are transforming the way we approach instruction with all students, but the real benefits are for our students who are working on language acquisition. We are focusing on how to use visuals, song, dance, speaking, engagement, collaboration, and other tools to fully immerse our ELs in their learning environment (integrated ELA/ELD) and then pre/re-teaching as needed to support the designated ELA/ELD needs.

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	*	*		*	*		*	*		6	5	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		5	*	
5	*	*		*	*		*	*		4	*	
All Grades										20	13	

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	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	15.00	23.08		45.00	46.15		30.00	30.77		10.00	0.00		20	13	

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	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	30.00	53.85		35.00	15.38		30.00	23.08		5.00	7.69		20	13	

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	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	7.69		25.00	46.15		55.00	38.46		10.00	7.69		20	13	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	20.00	30.77		70.00	61.54		10.00	7.69		20	13	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	45.00	61.54		50.00	30.77		5.00	7.69		20	13	

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	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	10.00	7.69		70.00	84.62		20.00	7.69		20	13	

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	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	20.00	16.67		75.00	66.67		5.00	16.67		20	12	

2019-20 Data:

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

Conclusions based on this data:

1. Because our EL population is small, this data is not displayed. We do monitor ELs success both in academics and in language acquisition to increase access in these areas so the gap of knowledge is closed
2. Sharing ELPAC individual student data with staff so that instructional supports can be embedded within the lessons and address needs during designated English Language Development (ELD) sessions.

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

Goal Area 1: Student Achievement

LEA/LCAP Goal

Goal 1: All students will meet or exceed grade level standards in core academic areas and Goal 3: 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

We desire to close this gap and ensure students are all at or above grade level. We are establishing our MTSS team who with insight from classroom teachers, develops interventions and adjusts initial instruction to include the needs of students in the classroom as needed based on diagnostic assessments and observations of student production. We will continue to identify areas of need, monitor student success, and develop ways to address the needs both in Tier I (best first instruction, classroom supports & reteaching) and Tier 2 (Push-in & pull-out intervention support) approaches. Currently our plan is based on the data below.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current SBAC Data monitored against the prior two years of SBAC Data	<p>Overall SBAC Sitewide (Due to COVID there is not 2020 data). Percentages adjust with enrollment so percentages may not total 100%..</p> <p>2021 English Language Arts: Exceeds & Meets Standards, 63% Nearly Met & Not Met, 37%</p> <p>2019 English Language Arts: Exceeds & Meets Standards, 67% Nearly Met & Not Met, 32%</p> <p>2018 English Language Arts: Exceeds & Meets Standards, 67% Nearly Met & Not Met, 34%</p> <p>2021 Mathematics:</p>	<p>Increase students at or above proficient by 5% each year</p> <p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Exceeds & Meets Standards, 45% Nearly Met & Not Met, 55%</p> <p>2019 English Language Arts: Exceeds & Meets Standards, 63% Nearly Met & Not Met, 37%</p> <p>2018 English Language Arts: Exceeds & Meets Standards, 55% Nearly Met & Not Met, 46%</p>	
iReady (grades K-5)	<p>iReady Final Diagnostic Scores By Year Sitewide</p> <p>2022 English Language Arts: At or Above Standards, 60% Near or Below, 40%</p> <p>2021 English Language Arts: At or Above Standards, 68% Near or Below, 32%</p> <p>2020 English Language Arts: At or Above Standards, 65% Near or Below, 36%</p> <p>2022 Mathematics: At or Above Standards, 46% Near or Below, 54%</p> <p>2021 Mathematics: At or Above Standards, 58% Near or Below, 42%</p> <p>2020 Mathematics: At or Above Standards, 57% Near or Below, 43%</p>	<p>Increase students at or above proficient by 5% each year</p> <p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>

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 performing below grade level or struggle to connect socially

Strategy/Activity

AS FUNDING BECOMES AVAILABLE

Professional Development (PD) for staff

- monthly staff meeting with emphasis on data analysis, collaborative conversations and Professional Development, including social-emotional development
- teachers will receive professional development in order to fully understand the format, report structure, and intervention supports of intervention and math supplemental materials, as well as EduClimber so data can be analyzed efficiently
- teachers are encouraged to participate in community PD to build their own capacity as a teacher and/or as a teaching team
- admin encouraging teachers to observe peer classrooms to see strategies at work or to engage in lesson study and other PLC discussion about best practices and supporting student learning
- staff members are encouraged to explore PD opportunities that allow them to learn and implement effective strategies for best first instruction and intervention to meet the needs of various learners (see Goal #2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Costs associated with training registration and guest teachers to cover class time, hourly rate as needed

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AS FUNDING BECOMES AVAILABLE

If possible - providing teacher collaboration time (up to 2 days/year)

- teachers will be provided with 2 days of collaboration time during the school year; a part of that meeting will involve examining relevant data, and the remainder will be for deeper curriculum development
- teachers will participate in weekly collaborative PLC meetings that focus on best first instruction in order to support increased student achievement
- teachers, will participate in weekly, collaborative grade level meetings that focus on best first instruction to support students to meeting and exceed learning targets
- teachers will use effective and research based instructional practices to ensure students meet or exceed standards. Such practices will include, but are not limited to: communicating clear learning objectives, matching independent practice to the stated objectives, explicitly teaching vocabulary, providing visual supports, explicit teaching partnered with thoughtful gradual release, use of scaffolds, focus on rigor in instruction, use of metacognition/peer dialogue, increasing student engagement, encouraging a

growth mindset, using checks for understanding that align to the stated goals, and providing relent assignments and projects

- teachers will be provided with collaboration time in order to assess data from SBAC, iReady, etc... and build assessments and units that address the gaps in student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Sub costs (2dysX\$150X14T=\$4,200), Due to
lack of subs Hrly rate offered for teachers 1 day
a year: 7hrsX14TX\$49=\$4,802

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students performing below expectation in class and on standards based assessments

Strategy/Activity

Intervention Staff & Materials will be provided that allow teachers to monitor student growth and provide intervention for students who are not meeting target expectations

- use of ESGI, STAR (on a limited/by teacher basis), iReady Diagnostic, iReady Reading and Math online intervention, BPST, Ready Naturally, News 2 You and other tools used to assess and monitor student growth
- providing resources like STAR, AR,
- math: prodigy, iReady diagnostic and online intervention
- ELA: STAR/AR, iReady diagnostic and online intervention
- Tier 2 intervention team is streamlining SST process, assessing trends in behavior and academics for individual students and across grade levels, providing small group interventions for academic and behavior
- protected and thoughtful Universal Access time and small group instruction in centers/stations and in ELA and math
- district funds have been allocated to support science instruction and the integration of NGSS and music into the classroom
- district supported our primary teachers with manipulatives to support ELA and math instruction
- teachers, with support of admin, will work to ensure all students are making progress in class, and providing Tier I intervention in class to fill knowledge gaps. Administration will monitor and report out on data trends
- MTSS Team meets every Monday when in session, to consider needs of students who are struggling academically and behaviorally and recommend/implement interventions to support students
- find ways to integrate technology and our 1:1 status to provide real time intervention, meaningful peer collaboration, and effective teacher/student engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,350	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Teachers Pay Teachers Licenses-aimed at small group/independent work activities
2,700	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Licenses for AR, STAR District Funded/Supported: iReady, ESGI, Prodigy,

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, with a focus on students who may not have many opportunities

Strategy/Activity

Providing Student Leadership, Leadership Ambassadors & Greeters

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)
760	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Student Advisor Stipend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annual Supplies

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)
6,090	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials & Supplies: Copier clicks, paper, toner \$4,280, Rizo Copier \$2,277, Planners/Folders \$1,153, Etc.
17704	LCFF-Base (Site Fund) 4000-4999: Books And Supplies Materials & Supplies: Copier clicks, ink, toner \$3,960, Rizo Copier \$2,700, Laminator \$826, Postage \$300, Office supplies \$2,000, Etc. (\$9,786) Balance \$5,205

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.

COVID has had a huge impact on our students. Staff monitored students and provided interventions all of last year. Overall ELA lost 4% of students who Exceeded or were Proficient and the Near & Below sub-groups increased by 7%. Overall Math lost 18% of students who Exceeded or were Proficient and the Near & Below sub-groups increased by 18%.

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

There were not major differences between our intent and what was implemented.

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 pressing forward with our goals, and expanding the reach of our AVID program to an additional grade level, 3rd-5th. The district is supporting our membership with AVID. Given our iReady data aligns well with the SBAC results, we will continue to monitor our iReady data carefully to look for collective and individual trends in achievement. We are encouraged that we will close the gap with the implementation of our MTSS Team process to increase Tier I supports in an organized, collaborative, & articulated way & our new ISP intervention (Goal 3) teacher providing Tier II supports. Data determining foundational skills in mathematics will guide Tier I interventions such as multiplication facts & place value.

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

Goal Area 2: English Language Acquisition

LEA/LCAP Goal

2 All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

Goal 2

All students will improve by one level on the ELPAC test each year.

We have 20 ELL this year, 8 are in grades TK/K and 12 are in grades 1-5. The actions for this goal were based on past data. Given this is our first year back we will be collecting new baseline data for next year's SPSA development. Monitoring these actions this year will guide next year's ELL actions and program development.

Pasted data:

Our ELPAC and SBAC data is intermittent due to COVID related school closures. However, one measure that is constant is access to iReady. In examining our ELL student's iReady data, 10 of our ELLs in grades 1-5 have made notable progress on their iReady diagnostic assessment in Math and Reading between the spring 2020 and the fall 2020 (noted by an increase in at least one incremental level on the iReady diagnostic. 4 of our ELLs have maintained or lost traction on their iReady assessment. We will continue to monitor growth on the iReady assessments, and will aim to have our students make a minimum of one year's worth of progress on their iReady diagnostic between the spring 2020 and the spring 2021. Students who do not make incremental growth may be targeted for ISP support or other small group support, and, when needed, will be referred to the SST process in order to engage families and teachers around language development.

Identified Need

We have a relatively small ELL population, but we are committed to ensure students are making adequate progress towards EL fluency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress	Collecting baseline data Past data: 44% level 4; 40% level 3; 12% level 2; 4% level 1	Continue to push students to make one level of growth per year. Use statistical data next year so goals can be monitored
EL ELA progress	Collecting baseline data Past data: ELL are 40 points below the standard, but increased by 46 points	Increase levels from baseline by 5% each year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Math progress	Collecting baseline data Past data: ELL are 26 points below the standard, but increased by 41 points	Increase levels from baseline by 5% each year
EL iReady Reading progress	Collecting baseline data	14/14 students will make a years worth of growth on the iReady Reading assessment between spring 2021 and spring 2022
EL iReady Math progress	Collecting baseline data	14/14 students will make a years worth of growth on the iReady Math assessment between spring 2021 and spring 2022

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)

English Language Learners (ELLs)

Strategy/Activity

Monitoring English Learners

Teachers having awareness of and explicit teaching of ELD standards, designated and integrated ELD content

- teachers will be informed at the start of the year about if/who their EL cluster includes and what level of EL learners they have in their class
- all teachers will use effective, researched based instructional practices to ensure English learners meet or exceed grade level standards and provide differentiated instruction as needed. Such practices will include (but are not limited to): communicating clear learning/language objectives, explicitly pre-teaching and teaching academic vocabulary and key ideas, providing direction instruction and modeling of new learning with ample visual cues, color coding and other supports; provide guided practice with scaffolds, provide rigor in instruction and frequent checks for understanding, encouraging ELs to engage in all aspects of the ELA standards (reading, writing, listening and speaking) and to use speaking and listening to process math concepts, providing targeted and specific feedback to ELs on their progress, and creating a positive learning environment
- all teachers will provide integrated and designated ELD to ELs in their class
- all teachers with ELL students will receive additional support from district EL support staff if EL students do not show appropriate growth within the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No funding needed, developing systems that provide monitoring opportunities and instructional supports

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Designated English Language Development (ELD)

Teachers will provide designated ELD instruction and small group instruction in both ELA and Math standards to support ELL students

- protected universal access time will provide teachers with EL clusters an opportunity to provide small group designated instruction
- ELs will have access to interventions like iReady that are designed to support and enhance vocabulary development and application of new skills with a focus on language acquisition
- administration will monitor classroom instruction for general instruction, but also to specifically identify and offer feedback on designated ELD instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No funding needed, developing systems that provide monitoring opportunities and instructional supports

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners (ELLs)

Strategy/Activity

Monitoring EL Progress & Support Family Engagement

Increased effort to engage our ELL families in our school community and dialogues

- translators are provided at meetings such as SSTs, IEPs, attendance, and conferences to ensure parent involvement
- effort to engage ELL families in our ELAC and our site council.
- relationship building with district (bilingual) Parent/School/Community liaisons to facilitate communicate with Spanish speaking families
- weekly newsletter can be translated online into numerous languages; this is stated at the end of every email in a variety of languages common at LCES; there is also the option to have Parent Square emails automatically translated

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)

500

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
Cost of translators (Language Line)

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 continue to recognize the needs of our ELL community and work to expand our offerings and services to support our ELLs. This year, we are focusing on monitoring and supporting ELD lessons that in turn support our ELL development. We are developing more competency at collecting data around ELL students so we can monitor their progress and needs.

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 continue to see students coming into school with limited exposure to English. We continue to engage with our ELL Instructional Specialist in order to understanding the needs of our students and differentiate our instruction accordingly. We are also working as a team to understand the difference between language deficits as defined by our SLP program compared to limitations based on language exposure.

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 expect to further develop opportunities for EL families to engage with administration in monitoring student progress and providing family input opportunities, as well as further developing staff monitoring systems.

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

Goal Area 3: College & Career Readiness

LEA/LCAP Goal

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

Goal 3

Support students with skills, knowledge, and attributes to be successful members of our community and fully engaged in their education.

Identified Need

Responsibility to send students to middle school at or above grade level and socially prepared

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys from students, staff, and parents	Baseline data being collected:	Increasing preparedness rate each year.
iReady ELA & Math Results	<p>iReady Final Diagnostic Scores By Year Sitewide</p> <p>2022 English Language Arts: At or Above Standards, 60% Near or Below, 40%</p> <p>2021 English Language Arts: At or Above Standards, 68% Near or Below, 32%</p> <p>2020 English Language Arts: At or Above Standards, 65% Near or Below, 36%</p> <p>2022 Mathematics: At or Above Standards, 46% Near or Below, 54%</p> <p>2021 Mathematics: At or Above Standards, 58% Near or Below, 42%</p> <p>2020 Mathematics: At or Above Standards, 57% Near or Below, 43%</p>	<p>Increase students at or above proficient by 5% each year</p> <p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, with a focus on underserved students

Strategy/Activity

AVID Program

Development of our AVID Plan and Goals; will collect data to support our goal achievement through the AVID CCI. Implement AVID fully in grades 3- 5. Continue to explore/implement AVID strategies and provide exposure to AVID philosophies and strategies for all grades. - focus on WICOR (writing, inquiry, collaboration, organization and reading) strategies

- focus on focused note taking and interacting with notes to support deeper learning
- focus on tangible organization skills (digital and paper; aligned to needs of in person and online learners)
- generating college awareness and supporting viability of college or career/technical training as a choice and opportunity to aspire to and look forward to
- providing Tier II interventions (including SSTs or referral to AVID in Middle School) to support student success regardless of challenges at ES level
- encourage participation in AVID summer institute and PATH/local training through SCOE
- encourage participation in AVID year long virtual PD
- use AVID strategies in our staff meetings to support discourse and deeper learning
- all teachers will use effective, research based instructional practices order to ensure students are prepared for the next grade level and that they develop the skills to succeed in middle and high school

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)

2,744

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And Operating Expenditures
Registration, travel and daily rate for teacher training as summer institute and PATH training at SCOE (approximately \$1000/staff member); site level participation in AVID virtual PD (Carryover \$8,648)

3,264

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
AVID Collaboration time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Underserved Students

Strategy/Activity

All day IEPs/SST days are needed to support underserved students in order to support all students who need support (not enough after-school times)

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)

3,264

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
Substitute/Hourly costs to cover
classrooms/hourly wages (6DysX\$272X2subs)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Underserved Students, Students not at Grade Level

Strategy/Activity

Developing our MTSS Team process to determine intervention and monitor student progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No funding needed, developing systems that provide monitoring opportunities and instructional supports

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Underserved Students, Students not at Grade Level

Strategy/Activity

Site development of the MTSS process and an Intervention Support Specialist to provided Tier II supports across the site. September-April, T-Th and Monday MTSS & PLC days

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)
12,675	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Daily salary and hourly for Mondays
1,620	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Additional planning hours: 10daysX\$27X6teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Underserved Students, Students Not at Grade Level

Strategy/Activity

Intervention Support Specialist sub days

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)
675	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Sub days (5dysX6hrsX\$27)
2,984	LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries Roving Subs for interviews, evaluations & office needs (4dysX8hrsX\$27)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Underserved Students, Students Not at Grade Level

Strategy/Activity

Student Study Team Coordinator

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)

2,279

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries
SST Coordinator Stipend

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.

A focus on using AVID and our MTSS process to accomplish this goal by implementing best first instruction and monitoring procedures with a focus on collecting and analyzing data that supports increased achievement among students.

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

Most costs are identified in goal #1. Our spending on AVID training was in line with our expectations thanks to the financial support of the district. We worked within PLCs to understand and plan interventions for our students identified as underserved. COVID has impacted all students as many more gaps have been detected across the board than usual. We will implement the MTSS process to address the needs in Tier 1 & Tier 2 services, both in academics and social emotionally.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will spend more dollars on our needs discovered through implementing MTSS, This can be implementation of interventions, PD, and classroom aide support as needed.

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

Goal Area 4: Culture & Climate

LEA/LCAP Goal

4 All students will be safe and actively engaged at school, 5 All students will receive instruction in up-to-date and well-maintained environments, & 6 All parents will be actively engaged in their child's learning and school community.

Goal 4

All students will be educated in a learning environment that is safe, drug-free, and conducive to learning and engages the parent community

Identified Need

Students perform best when their most basic needs of safety and security are met. The last CA Healthy Kids Survey indicated that most 5th graders felt supported and connected at school (although the percentage was higher for girls than for boys), but there was a gap in feeling like they had voice and agency in their learning and the school/classroom rules. There was also a high percentage of students who indicated feeling sad some or all of the time (31%). Although this data is not from last year, it is our starting point upon moving back to in-person learning given the impact of COVID. A huge focus on social emotional needs is being implemented this year given that this is the first year fully on campus for students TK-2nd grade and their behaviors have proven the need to focus in this area. All teachers are implementing Morning Meetings everyday, except for the first Friday of most months when we hold a school-wide assembly focused on character education and rewarding student successes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	Need to collect baseline data (Survey administered in February 2022 had low participation rate)	To provide early intervention to all students to minimize Tier II needs
Parent Survey	Need to collect baseline date	Encourage parent engagement and partner to address student needs
Staff Survey	Need to collect baseline date	Partner with staff to provide resources and to develop our interventions & PD program
Number of students served under MTSS by grade level & demographics	Need to collect baseline date	Use this data to analyze programs and build intervention services under MTSS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Intervention Data	Need to collect baseline data	Use this data to monitor student progress when receiving interventions
Incident Report	Need to collect baseline data	Once statistical data is collected, specific percentage goals will be developed to aide in improvement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, with a focused approach on student

Strategy/Activity

MTSS and PBIS Program

Increase our Tier I and II interventions to support most students in making great choices at school & provide Student Leadership opportunities to increase leadership skills and connecting to their school.

- our student leadership programs will continue to be supported; these include leadership ambassadors, morning greeters, and special projects run by groups of ambassadors or individual students with support from staff and parents
- students have opportunities to engage in their classroom community through leadership and class jobs, and in the bigger community through VAPA performances, art, choir, drama, book clubs, etc...)
- our MTSS team is meeting on Mondays to evaluate data and make recommendations; Tier 1 is focused on big picture change and positive reinforcement
- we continue to refine our documentation process; we will consider how to create an online documentation process
- we are becoming familiar with documentation tools like EduClimber through the district
- our MTSS team is looking at behavioral and academic interventions, as well as collecting data from iReady, and grade level assessments; this team assesses trends by grade and by student
- develop tools for teaching and learning (i.e. school rules ppt, videos of what to do/not to do, positive tickets, reward systems, etc...)
- encouraging healthy habits through guest speakers focused on developing a healthy mindset and healthy body choices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF-Base (Site Fund)
4000-4999: Books And Supplies
Colt tickets & student rewards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Sitewide Behavior & Focus

Strategy/Activity

Start Up District Days
Providing proactive resources and reactive supports for students by training staff on the site's yearly focus

- psychologist is hosting small groups to work on skills like social/emotional health and anxiety and anger management
- psychologist is going into classrooms to provide mindfulness and zones of regulation training
- site administration is providing training to reinforce skills like stop, walk, talk
- encourage staff wellness that then trickles to our students - EAP, district wellness funds, wellness committee
- funding provided to help staff develop skills in mindfulness and growth mindset

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,980

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
Compensation for Classified to attend District Days and other training beyond contracted hours (60 hours)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School Safety (physical)

- our supervisor team all attend health/supervisor trainings at district days and on short school days
- our district nurse is brought to campus to provide medical training as needed
- we are implementing a school safety protocol (Standard Response Protocol; iloveyouguys.org) with guidance from the district
- monthly safety drills are implemented; we will continue working with our school safety committee to evaluate our safety plans

- all staff have evacuation bags to use during classroom evacuations; all staff received a barracuda and an emergency toilet bucket
- We have 16 two-way radios for school-wide communications between office, administration, teachers, campus supervisors, and custodians.
- we currently have 10 security cameras on campus (we add about 2 more each year - currently they face our blacktop/play area, our back gate, our front gate and our main walkway) - our PTC is a financial supporter of this project

This school year Extended Kindergarten was implemented which allows us to not only address kindergarteners that have not met standards, but also support the social emotional transition from home instruction to classroom expectations. Additional supervision was needed across campus to address the social emotional needs of students this year, both in and out of the classroom as students transition back and are learning how to interact with others. Additional Aides were assigned to TK-1st grade, supported by the district, to help all primary students with this transition as we return from the COVID isolated home structure. Many of these students have never been in school. Given that approximately a third of our school has not been in school because of COVID, we are training teachers, Aides and Campus Supervisors on Zones of Regulations so students receive a consistent behavioral approach in and outside the classroom. To support social emotional learning an additional Campus Supervisor was also brought on to lower the adult to student ratio, giving us the opportunity to utilize "teachable moments" on the playground, in the cafeteria, and in the classroom to prevent escalation of physical behaviors. It is difficult for students to learn academic content when they are emotionally upset from an interaction outside of the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Grant Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Parents of students

Strategy/Activity

Continue to engage families in an educational format to build their capacity

- the principal provides a report to the PTC at most meetings to keep them apprised of needs and to solicit input
- developing a SSC and ELAC team in order to solicit more involvement from parents

Communication with families regarding school activities, events, expectations and academic progress

- Parent Square Conference Scheduling Web Program
- monthly Colt Connection
- specialized event communications through Parent Square

- providing options for translation of our Colt Connection (through Smore) and our emails to families (through Parent Square)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Internal procedures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Families and older students are encouraged to engage in our school community

- our Parent Teacher Club (PTC) hosts evening activities to engage families and bring them onto campus
- traditionally, students from our local middle and high schools regularly volunteer on campus in classrooms, as tutors, and at PTC events
- opportunities for parents to participate in school leadership through SSC and ELAC
- opportunities for parents to engage in the school by participating in Back to School Night, Open House, parent info nights, parent/teacher conferences (live or virtually)
- we encourage students giving back to LCES through Scouts (Eagle and Silver Award projects).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Internal procedures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with chronic absentee issues

Strategy/Activity

Monitor and communicate with families whose students have chronic absence issues

- we will continuously monitor our attendance records and send letters to families who have exceeded the expectations regarding attendance and tardies; this year we will also be examining engagement in learning, particularly for online learners - we are using interactive and color coded spreadsheets to assess engagement and work completion along with family communication regarding any gaps in participation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Internal procedures

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 continue to focus on our efforts with school safety - both material safety, preparation, and communication. We continue to provide parent and students supports that meet the needs of our students and families (based on anecdotal data, staff feedback, CA Healthy Kids survey and family survey).

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 been successful with our implementation of PBIS and engagement goals/priorities, and we continue to see grant and PTC funding to ensure projects are well funded and available.

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.

Last year our goal was to explore and apply funds to best fit projects, which we did. There was no particular adjustment to the plan, only implementation as identified above in analysis question 1.

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)	41,901	0.00
LCFF-Base (Site Fund)	22,688	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-Base (Site Fund)	22,688.00
LCFF-Supplemental (Site Fund)	41,901.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,171.00
2000-2999: Classified Personnel Salaries	15,330.00
4000-4999: Books And Supplies	25,794.00
5000-5999: Services And Other Operating Expenditures	6,050.00
5800: Professional/Consulting Services And Operating Expenditures	3,244.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	2,984.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	19,704.00

1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	11,187.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	15,330.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	6,090.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	6,050.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	3,244.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,604.00
Goal 2	500.00
Goal 3	29,505.00
Goal 4	3,980.00

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
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Denise Parnell	Principal
Nicole Hackett	Other School Staff
Pam Cook	Classroom Teacher
Lauretta Shelton	Classroom Teacher
Kathy Risucci	Classroom Teacher
Jackie Crook	Classroom Teacher
Mari Nowakowski	Parent or Community Member
Bal Bains	Parent or Community Member
Jessica Brenk	Parent or Community Member
Kaitlyn Pineau	Parent or Community Member
Andra Consulo	Parent or Community Member
Luisa Rojas Magana	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 10/4/2022.

Attested:



Principal, Denise Parnell on 10/4/2022



SSC Chairperson, Mari Nowakowski on 10/4/2022

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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