

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
Sheridan Elementary School	31669516031363	October 10, 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 done with parents and staff through Google forms throughout the school year.

## Classroom Observations

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

The school principal observes teachers and staff both formally and informally. Teachers are formally evaluated every other year. Informal walkthroughs are done on a weekly basis including classrooms, music, science, and library. Teachers are provided with informal feedback in writing and/or through a follow up conversation. This year the main focus for classroom walkthroughs are student learning, student engagement, and social emotional learning.

## 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)

Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then identify the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention as well as enrichment. A combination of assessments from i-Ready Reading and Math, BPST, ESGI, formative, and summative assessments facilitate instruction and intervention. The combination of assessments include benchmarks, progress monitoring, and comprehensive data. The reading and math curriculum-based measures examine a full year of academic growth enabling the school to make informed intervention and instructional decisions. Students below grade level receive both in and out of class intervention support.

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

All district assessments occur as per PLC collaboration and agreements. Data is gathered and compiled by staff creating a compilation of scores. i-Ready assessments, BPST, Reading Fluency, and sight word acquisition are also measured as regular markers of students progress. Core curriculum is modified by the teacher to scaffold access to the Common Core Standards. MTSS is discussed as a team, and interventions are identified based on student data. Small group instruction for struggling learners is another modification to the regular curriculum.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

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. Both the district and the county office offer ongoing professional development that teachers can take advantage of. Teachers have access to the core curriculum as well as supplementary materials needed to support instruction.

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

All staff development opportunities are aligned with the district annual goals and Professional Development Plan as well as that of the school site and the assessed needs of the students. Due to substitute shortages throughout the district, the staff has the inability to access all available professional development opportunities.

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

Three district Educational Specialists are available to work with all teachers to support the district's Professional Development Plan, as are personnel from the county office and other outside agencies. Sheridan is a certified AVID Elementary School and the AVID site plan has specific professional development planned annually. Teachers are working with an AVID coach to discuss strategies and scaffold to support student learning and understanding.

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

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools in order to align instruction, provide effective first instruction and create common assessments. Early Release days, instructional release times, and staff meetings provide for collaboration. CCSS implementation is a focus for teaching faculty. Collaboration also occurs among teachers, principal, and instructional aides as they plan together to provide targeted instruction for struggling learners.

## 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 Content Standards. Assessments are aligned with District adopted curriculum. Classroom instruction is based on the standards.

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

Instructional minutes requirements are met in each classroom at Sheridan Elementary. It is acknowledged that combination classrooms present a challenge in this area. Teacher preps and students interventions/supports are strategically planned to provide single grade instruction to meet this goal. Teachers develop weekly lesson plans, as well as long term plans. Plans include the recommended instructional minutes in each of the curricular areas. Grades K-3 allot 2 1/2 hours a day for Language Arts while grades 4-5 allots 2 hours for Language Arts. All grade levels allot a minimum of one hour per day for mathematics. Additionally, time is allotted for enrichment activities. Grades K-5 have a total of 200 minutes of physical education every 10 instructional days.

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

Curriculum based pacing guides are used in each classroom. Interventions also occur on a schedule which provides single grade instructional time. Both intervention and enrichment classes are a part of the daily schedule.

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

Standards based textbooks and supplemental materials are available to every teacher and all students, both general education and special education.

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education. We have adopted Benchmark Advance for Language Arts instruction in grades K-3 and we have adopted a district developed curriculum aligned with the Common Core State Standards for grades 4-5 as well as Ready Common Core in the area of reading and writing. Science instruction is aligned with the Next Generation Science Standards (NGSS) and all curriculum and materials utilized meet state standards. K-5 uses Ready Classroom Math to meet state standards and mathematical practices.

## Opportunity and Equal Educational Access

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

After School Program  
Multi-Tiered System of Supports (MTSS) - time and structure provided  
Parent Volunteers  
After School Tutoring  
Title I Classroom Aides serving all students based on needs and grade level support  
English learners receive both designated and integrated ELD during the instructional day  
Speech and Language Services  
RSP Services  
Enrichment and intervention in Math and ELA are scheduled into the instructional day and after school  
Social Emotional Learning (SEL) with Strong Kids  
Morning Meeting

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

Evidence-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Sonday, and Read Naturally- for instruction. Teachers also use iReady Math and Reading intervention, as well as other technology based programs to support all learners. Strategies to promote student engagement are also utilized. Teachers have been trained in UDL practices and AVID strategies.

## Parental Engagement

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

CARE After School Program  
Academic Support  
After School Tutoring  
Student Support Team  
Speech and Language Services  
RSP Services  
Parent Education Workshops through the district and county  
Bilingual Parent/School/Community Liaison  
Parent Teacher Conferences  
School-wide intervention program  
FRCC referrals as needed with PCOE  
Project Cornerstone

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

The principal met with parents on October 10, 2022 to do a school needs analysis and determine where to prioritize funding. Parents indicated that funds need to be used to support students in all academic areas with a focus on math and language arts.

## Funding

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

Services include: iReady, small group one-on-one instruction/intervention, technology and applications that support student engagement and learning, supplemental materials and resources for staff and students. Teachers are provided with PLC time for instructional planning. As math and reading are two areas of weakness, two instructional aides are provided on site to support small group and one-on-one intervention.

Fiscal support (EPC)

The site receives both state and federal monies including but not limited to Title I, supplemental, and general fund dollars.

## **Educational Partner Involvement**

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

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

School Site Council consists of one principal, one teacher, one school staff member representing the other school personnel, and three parents or community members. The council meets periodically throughout the year to provide valuable input into the development of the site plan. Site Council meeting was held on October 10, 2022 to elect members and to review and approve the School Plan for Student Achievement. The teaching staff meets monthly and the School Site Council meets quarterly to plan, review, and improve on the SPSA. The first meeting was held to also develop the plan and discuss areas of need.

## **Resource Inequities**

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

Sheridan is one of the oldest school sites in WPUSD and the school with the lowest student and staff population. This can present some challenges with updating facilities. The safety and well-being of our students and staff is top priority.

1. We need updated bathrooms for our students. The toilets tend to leak because they do not adequately attach to the wall. Our custodian is often being called to clean up flooding sinks and toilets. The floors need to be resurfaced to create a more sanitary environment.
2. We lack adequate window coverings in our classrooms and cafeteria.
3. Due to our school size, all of our classes are combination classes. This can be a barrier to attaining academic goals for all students. Combination classes can complicate the delivery of direct instruction.

4. The blacktop needs to be leveled and re-paved as there are many areas that present safety issues due to cracks and uneven pavement.
5. We have a need for qualified certificated personnel to support students with IEP's.



# 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	3.13%	%	%	2		
African American	1.56%	%	%	1		
Asian	0%	%	1.49%	0		1
Filipino	0%	%	%	0		
Hispanic/Latino	37.5%	43.4%	43.28%	24	23	29
Pacific Islander	0%	%	%	0		
White	56.25%	54.7%	50.75%	36	29	34
Multiple/No Response	1.56%	1.9%	4.48%	1	1	3
	<b>Total Enrollment</b>			64	53	67

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	13	9	10
Grade 1	9	11	12
Grade 2	12	7	11
Grade3	13	12	13
Grade 4	6	9	11
Grade 5	11	5	10
<b>Total Enrollment</b>	64	53	67

### Conclusions based on this data:

1. Our student population has increased over the past 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	13	8	13	20.3%	15.10%	19.4%
Fluent English Proficient (FEP)	2	2	2	3.1%	3.80%	3.0%
Reclassified Fluent English Proficient (RFEP)	1	1		6.7%	1.90%	

### Conclusions based on this data:

1. Our English Language Learner population has decreased over the past 3 years.
2. Our reclassification rates have remained consistent.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6	12	10	6	12	8	6	12	8	100	100.0	80.0
Grade 4	10	9	12	10	9	11	10	9	11	100	100.0	91.7
Grade 5	7	5	11	7	5	11	7	5	11	100	100.0	100.0
All Grades	23	26	33	23	26	30	23	26	30	100	100.0	90.9

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	2342.	*	*	16.67	*	*	0.00	*	*	16.67	*	*	66.67	*
Grade 4	*	*	2436.	*	*	9.09	*	*	18.18	*	*	27.27	*	*	45.45
Grade 5	*	*	2501.	*	*	9.09	*	*	54.55	*	*	9.09	*	*	27.27
All Grades	N/A	N/A	N/A	4.35	7.69	6.67	39.13	15.38	26.67	30.43	26.92	16.67	26.09	50.00	50.00

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	13.04	*	10.00	52.17	*	60.00	34.78	*	30.00

### 2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	*	0.00	65.22	*	66.67	34.78	*	33.33

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.39	*	6.67	73.91	*	80.00	8.70	*	13.33

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.04	*	6.67	56.52	*	46.67	30.43	*	46.67

2019-20 Data:

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

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6	12	10	6	12	9	6	12	9	100	100.0	90.0
Grade 4	10	9	12	10	9	11	10	9	11	100	100.0	91.7
Grade 5	7	5	11	7	5	11	7	5	11	100	100.0	100.0
All Grades	23	26	33	23	26	31	23	26	31	100	100.0	93.9

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	2362.	*	*	8.33	*	*	16.67	*	*	16.67	*	*	58.33	*
Grade 4	*	*	2420.	*	*	0.00	*	*	27.27	*	*	27.27	*	*	45.45
Grade 5	*	*	2459.	*	*	9.09	*	*	0.00	*	*	45.45	*	*	45.45
All Grades	N/A	N/A	N/A	4.35	3.85	3.23	26.09	19.23	16.13	34.78	26.92	32.26	34.78	50.00	48.39

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	4.35	*	3.23	43.48	*	45.16	52.17	*	51.61

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	13.04	*	6.45	52.17	*	48.39	34.78	*	45.16

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	8.70	*	3.23	43.48	*	54.84	47.83	*	41.94

2019-20 Data:

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

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*		*	*		*	*		*	4		4
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	4	*	*
<b>All Grades</b>										11	8	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
<b>K</b>	*		*	*		*	*		*	*		*	*		*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.09	*	23.08	18.18	*	38.46	45.45	*	30.77	27.27	*	7.69	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	46.15	27.27	*	46.15	27.27	*	7.69	18.18	*	0.00	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	27.27	*	38.46	27.27	*	30.77	45.45	*	30.77	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	15.38	45.45	*	76.92	27.27	*	7.69	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	*	76.92	63.64	*	23.08	18.18	*	0.00	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	54.55	*	69.23	45.45	*	30.77	11	*	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	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	*	30.77	45.45	*	38.46	36.36	*	30.77	11	*	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.

**Conclusions based on this data:**

1. Our English Language learner population dropped from 12 students to 11 students.
2. Overall 27.27% of our students fell within levels 4 and 3.
3. Our relative strength is Oral Language and our largest area of need is Written Language.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College & Career Readiness

## LEA/LCAP Goal

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

## Goal 1

School site will maintain AVID Certification to help promote college and career readiness. School site will work with local community agencies to expose students to a variety of college/career choices.

## Identified Need

AVID Goals include:

1. Students will receive instruction on the use of inquiry strategies that promote higher-level questioning, thinking and reflection once a week.
2. Students will receive instruction on the use of writing strategies that promote higher-level questioning, thinking and reflection once a week, including processing notes.
3. The AVID site team (teachers and principal) will meet monthly to plan and reflect on classroom implementation of writing and inquiry based strategies which build rigor within the classroom setting.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>AVID Certification Self Study and AVID Initial Self-Study Tools</p> <p>We will use state testing data including CAASPP and ELPAC as well as site data including iReady to monitor students progress in reading.</p> <p>We will use CAASPP and iReady data for math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day.</p>	<p>Additional formative data to validate this goal can be: PLC notes, exit tickets, class Dojo portfolio videos, Seesaw videos, observations, walkthrough data, anchor charts, GLAD (Guided Language Acquisition Design) strategies, etc. The site's AVID CCI is available should anyone want to see the data.</p> <p>In the Spring 2021 semester, 46% of 3rd-5th grade students did not meet the standards on the math CAASPP assessment. 31% of 3rd-5th grade students nearly met standards. 43% of 3rd-5th grade students did were at</p>	<ol style="list-style-type: none"> <li>1. Teachers will instruct students using inquiry based strategies</li> <li>2. Teachers will collaboratively focus on a monthly inquiry based strategy</li> <li>3. Principal will conduct walkthroughs, observations and coaching</li> <li>4. Teachers will collect evidence of inquiry based strategies being taught in their classrooms weekly</li> <li>5. By the need of the year, we will increase 15% of students to move to standard met in both math\ and reading on CAASPP.</li> <li>6. By the end of the year, we will increase 15% of students</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>standard not met on the ELA CAASPP assessment and 29% were at standard nearly met.</p> <p>In Fall 2022, 45% of students grades Kinder-5th were one grade level below on the iReady Reading Diagnostic. 46% of students grades Kinder-5 were two or more grade levels below on the iReady Reading Diagnostic. 54% of students grade Kinder-5 were one grade level below on the iReady Math Diagnostic. 43% of students in grades Kinder-5 were two or more grade levels below on the iReady Math Diagnostic.</p>	<p>to move to grade level in reading on iReady.</p> <p>7. By the end of the year, we will increase 10% of students to move to grade level in math on iReady.</p>
Daily attendance rates and discipline data from PowerSchool as well as eduCLIMBER.	Data to validate the goal include positive behavior supports, community events and focus on improving our attendance to the 98% range. Our current enrollment is 56 students.	<ol style="list-style-type: none"> <li>1. The school's average daily attendance will increase by 0.2% annually until average daily attendance reached 98%</li> <li>2. Total suspensions will decrease annually.</li> <li>3. Data regarding students' social emotional learning and Second Step participation will be gathered.</li> </ol>

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

AVID Elementary will be implemented by all staff. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a comprehensive model of success for all students, from elementary through higher education. AVID Elementary incorporates Student success skills, Organizational skills, WICOR lessons, and Partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

### 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)
1500	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures materials and supplies to support AVID
1500	Title I 4000-4999: Books And Supplies materials and supplies to support AVID

### 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

Teachers will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to campus for on-site and/or virtual field trips to learn about community resources such as police and fire. Staff members will organize a variety of field trip experiences to expose students to a wide variety of community, career/college options.

Staff will implement Career Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about career options.

School site will work with community agencies to provide financial literacy curriculum and instruction for student K-5th.

School site will utilize cross-age tutors and after school tutoring.

College paraphernalia visible around the school and administrative offices to promote colleges.

Principal will work with staff to analyze data and create solutions for students who continue to struggle.

Staff will participate in ongoing professional development around AVID, PBIS, and workshops as outlined by the district offerings as well as staff choice. The purpose is to help all students reach academic goals and for struggling students to make adequate progress and to bridge the achievement gap. Staff will participate in Professional Learning Communities. Staff will have the opportunity to meet weekly to review data and make data driven decisions to support students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries PD to send teachers to visit AVID demonstration sites to help better develop our program.
8000	Expanded Learning Opportunities Program (ELOP) 2000-2999: Classified Personnel Salaries Cross-age tutors from LHS and the community
100	LCFF-Supplemental (District Fund) 0000: Unrestricted Promote college and career readiness by celebrating the paths that teachers took to earn their degrees
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Set up visits to college programs/Assemblies to look at both four year and vocational track
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies to support AVID

### Strategy/Activity 3

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

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

Students needing intervention support

#### Strategy/Activity

iReady Diagnostic and Instruction is proved to help students make academic progress. Staff will use the diagnostic assessments to determine supplemental support, interventions, and enrichments.

All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Practices include but are not limited to communicating clear learning objectives, explicitly teaching vocabulary and key ideas, providing direct instruction/modeling of new learning; providing gradual release of learning with scaffolded instruction and checks for understanding; frequent targeted feedback to students on their progress; creating a positive learning environment where students are safe and actively engaged.

Title I classroom aide provided to intervene with students who are not reaching benchmarks. This will be a 3 hour position, 5 days a week. This position will be responsible for providing intervention support for struggling students. The support will be teacher driven using assessment data from classroom assessments, iReady diagnostics, Souday assessments, and classroom observations.

Title I aide will provide any support needed to help students bridge the achievement gaps as identified by the teacher. This can include direct small instruction, individual instruction, Sonders, SIPPS program intervention and Ready Naturally. Progress monitoring will be administered throughout the year to drive intervention services.

Supplemental supplies and materials will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement.

Additional classroom aide in K/1 class to provide intervention supports. This is a 4 hour a day position funded at the district level. This position is to support early learners in Kindergarten and first grade. Early reading intervention support through iReady, SIPPS and Read Naturally will be provided as requested by the classroom teacher. Data used will be from classroom assessments, iReady, and observations during class time.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-Base (District Fund) iReady
	LCFF-Supplemental (District Fund) Technology apps/repairs replacements
1800	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Professional Development fees and materials, substitute fees
23692	Title I 2000-2999: Classified Personnel Salaries Instructional Aide
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries Instructional Aide
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials as needed for intervention supports

### Strategy/Activity 4

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

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

English Language Learners

Strategy/Activity

All English learners will make adequate yearly progress toward language proficiency in order to be reclassified as fluent English proficient through interventions and best first instruction.

A Title I aide will be utilized to help support best first instruction for English Learners in the classroom as well as provide both push-in and pull-out interventions as needed. This position will be responsible for providing intervention support for struggling students. This support will be teacher driven using assessment data from classroom assessments, i-Ready diagnostics and progress monitoring and observations in class. Title I aide will provide any support needed to help student bridge the achievements as identified by the teacher. This can include direct small group instruction, individual instruction, and Read Naturally. Assessments will be administered a minimum of 3 times a year, often more, that will drive the intervention plan and support plan.

All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 and 4 questions, the use of GLAD (Guided Language Acquisition Design) strategies, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged.

All teachers will provide integrated and designated ELD to English learners.

Teachers, supported by administrators, will participate in weekly collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes. and other relevant artifacts.

Extended learning time: students participate in intervention or enrichment or after school support services as applicable.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries K/1 Aide
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Curricular materials to support best first instruction for CCSS

### Strategy/Activity 5



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

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

Appropriate Staff

**Strategy/Activity**

Core Curriculum and Resources- Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Professional Development and Collaboration-Staff will attend workshops and professional development opportunities as available.

Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Parent education- Information on regular DAC/DELAC meetings held in district will be shared throughout the year to support students and parents in their acquisition of English.

School will collaborate with agencies outside of the district and other school sites to coordinate programs to further develop parent education and participation.

The school will host a family curriculum night for parents and students to engage with staff in hands on curriculum experiences and education such as a math night.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF-Base (District Fund)  
1000-1999: Certificated Personnel Salaries  
Conferences and substitute fees

**Strategy/Activity 6**

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

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

All Students

**Strategy/Activity**

Support best first instruction with appropriate teaching supplies of Ink and paper 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)
500	Title I 4000-4999: Books And Supplies Help with printing cost
	None Specified None Specified

### Strategy/Activity 7

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

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

All Students

#### Strategy/Activity

Teachers to receive training in best first instruction and strategies in literacy skills

#### 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)
2243	Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher professional development

## 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.

Staff meets once a month to review AVID Site Goals, strategies, and activities to support students. Teachers collect and analyse student data based on the AVID site goals including a focus on writing and inquiry. Additionally, staff meets once a month to discuss academic data and intervention/enrichment supports for 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.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School & Community Engagement

## LEA/LCAP Goal

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

## Goal 2

All students, families, and community members will be safe and actively engaged at school.

## Identified Need

Create a safe, positive school climate using PBIS and MTSS to increase the student average daily attendance rates and increase parent/community involvement and participation in school activities:

1. Continue to invite and include community and families in SSC and PTC.
2. Sponsor and host two community events.
3. Training and use of PBIS and MTSS to support school engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at SSC and PTC	10% of parents attend and participate in SSC and PTC.	Increase parent attendance at SSC and PTC by 10% over the year.
Attendance Rate data in eduCLIMBER	Attendance rates averaged at 88.15% during the 2021-2022 school year. Attendance as of September 2022 is averaging at 91.16%. Chronic absenteeism in 2020-21 was 12.7% and last year was 8.97%.	Decrease chronic absenteeism by 1-2% by Spring 2022.
Second Step - SEL Curriculum and Support	27 students currently enrolled to participate in Second Step small groups	Increase number of students and families participating in Second Step groups. Increase Behavior and Emotional Rating Scales reported as it pertains to: Interpersonal Strength, School Functioning, Intrapersonal Strength, and Affective Strength.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS and student behavior as collected through eduCLIMBER logs and suspension reports	Monthly PBIS lessons are completed by classroom teachers and expectations are revisited. Teachers are tracking student discipline in eduCLIMBER. In 2021-2022, there were 8 major student behavior incidents, 5 suspensions, and 0 expulsions.	Decrease major student incidents and suspensions by 10%

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

PBIS recognizes and promotes a positive school culture including character, commitment and caring for our school environment, and respect for self. It also provides a framework for positive supports and interventions to promote strong behavior.

PBIS Awards are given at each quarter: Safety First, Try Your Best, Arrive Ready, Respect Self and Others. In addition to the PBIS Awards, there is a theme each month for Social Emotional Learning. Students are recognized the last Friday of each month for demonstrating the character trait of the month.

School-wide positive behavior recognition program elements are implemented which include reward incentives and special activities. By supporting implementation of PBIS and Second Step, we expect behavior to improve and increase academic achievement.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries PBIS Training Substitute Fees
1500	LCFF-Supplemental (Site Fund) 0000: Unrestricted PBIS Incentives and Rewards
1000	LCFF-Supplemental (Site Fund)

	0000: Unrestricted Materials and Supplies for Assemblies and Awards
1000	LCFF-Supplemental (Site Fund) 0000: Unrestricted Materials and supplies to promote positive school culture and community involvement
850	LCFF-Base (Site Fund) 0000: Unrestricted PBIS Shirts to promote positive behaviors and SEL- promote school spirit
1000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Transportation for school events

## 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

Specific programs and materials will be utilized to support student social, emotional, and physical development.

As needed, staff will identify students who need more specialized intervention on their Tier II level to support students.

Instructional Aides to assist with small group and one-on-one interventions and supports.

Parent Liaison to communicate with families.

Translation for Spanish speaking families.

Family/community activities nights.

Students who need mental health supports will meet with a district appointed person who provides psychological services and supports. Students will meet weekly, in small groups, during the school day. The sessions will provide students with tools to navigate, address, and regulate current issues and emotions.

Sami Circuit's SEL curriculum will be utilized weekly to engage students in social emotional learning as well as physical movement to promote a healthy lifestyle.

### 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)
1000	Title I 4000-4999: Books And Supplies Intervention materials and supplies
	Parent Teacher Association (PTA) None Specified Materials and activities for community/family activity nights
	Increase parental involvement by providing computers, printers, and work space in the office for those families that don't have access at home.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Office Supplies
	Use of Parent Square to communicate regularly with families regarding how to get involved with the school.
	District funded parent liaison to support after hour activities such a parent conferences and SSTs.
	Title I 1000-1999: Certificated Personnel Salaries Instructional Aide- See Goal 1
	School Psychologist Intern
1500	LCFF-Supplemental (Site Fund)  Sami Circuit K-6 SEL program
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and supplies to support SEL Curriculum and Learning

### 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 sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.

The school will utilize the services of the county resources officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries YDI conference/training costs
	LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries YDI conference/training costs
	LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries 1 Hour Campus Supervisor to increase lunchtime supervision

**Strategy/Activity 4**

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

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

All students

**Strategy/Activity**

Weekly clearing of unverified absences.

SARB/Attendance letters generated and sent on a regular basis.

SART meetings for student receiving letters to assist in improving attendance and providing support services.

Positive incentives to increase students weekly and monthly attendance.

**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)

1000

LCFF-Base (Site Fund)  
0001-0999: Unrestricted: Locally Defined  
Incentives to increase student attendance

## Strategy/Activity 5

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

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

All students will receive instruction in up-to-date and well-maintained environments.

### Strategy/Activity

All students will have access to standards-aligned instructional materials.

All school facilities will receive adequate (in good repair) rating, as measured by FIT.

A district standard for technology in schools and classrooms will be developed.

A plan for implementing the district standards for technology to ensure all schools and classrooms meet such standard will be developed.

Technology will be updated, replaced, or added as needed to provide equitable and safe access. Chromebooks will be available and provided so computers are one-to-one.

Work to update classroom technology to align with the district standard. This to include Chromebook maintained and replaces as needed, office and staff computers updated as needed, and a promethean board will be available in classrooms K-5 to support tangible learning of math and language arts instruction.

School will utilize updated radio communication system provided by the district to ensure student safety and ongoing communication throughout the day between custodial staff, campus supervisors, and office staff.

Submit/monitor work orders for completion when needed.

Weekly site safety inspections for facility issues by campus custodian. Put in work orders when problems arise.

Track needs for future repairs.

Work with district and community organizations to make improvements.

Make all repairs as needed for student and staff safety.

Site principal to participate in WPUUSD Facilities Needs Committee and ongoing meetings throughout 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)
	LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures Technology Updates
250	LCFF-Base (Site Fund) 5000-5999: Services And Other Operating Expenditures Monitor and Maintenance needs through work orders; safety repairs.
942	LCFF-Base (Site Fund) 0001-0999: Unrestricted: Locally Defined School Safety materials and supplies

## Strategy/Activity 6

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

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

All parents

### Strategy/Activity

Utilize different platforms to increase parent communication, such as social media, email and phone messages, Parent Square, and Class Dojo. Some parents do not have internet access, so communication needs to go out in paper form as well when applicable. Parents will be invited to school events to be active participants in their child's education.

School site will offer parents and community to participate in Project Cornerstone.

School site will solicit parent and community involvement at all school events and field trips.

School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees and TB clearances so this is not a barrier to their participation in their child's education.

School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events will be inclusive of all community members.

### 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)
205	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	Materials and Supplies
1000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Materials and Supplies
200	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Fingerprinting services
150	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Printing Costs
450	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies
234	Title I - Parent Involvement 4000-4999: Books And Supplies Food and refreshments for school events

## Strategy/Activity 7

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

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

Appropriate staff

### Strategy/Activity

School will maintain and update website to new platform.

School will use social media such as Facebook to further communicate with parents and the community.

Computers will be available for parents use as needed in the front office.

Parent Square, email, and photocopies will be utilized for ongoing parent communication regarding school activities and updates.

Class Dojo will be utilized by teachers to engage parents in their child's education.

School will continually seek assistance from parents and community to become involved in PTC, SSC, and other committees as required.

Bilingual Parent/School/Community Liaison will provide Spanish translation to assist our Spanish speaking families with community with school staff.

### 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)
	None Specified School website updates
	None Specified Technology available for community use
	None Specified District Funded Parent Liaison
487.94	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Parent Liaison overtime for school events

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	29,935.00	0.00
Title I - Parent Involvement	234.00	0.00
LCFF-Supplemental (Site Fund)	15,292.94	0.00

## Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	8,000.00
LCFF-Base (Site Fund)	3,042.00
LCFF-Supplemental (District Fund)	100.00
LCFF-Supplemental (Site Fund)	15,292.94
Parent Teacher Association (PTA)	1,000.00
Title I	29,935.00
Title I - Parent Involvement	234.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,450.00
0001-0999: Unrestricted: Locally Defined	1,942.00
1000-1999: Certificated Personnel Salaries	2,800.00
2000-2999: Classified Personnel Salaries	32,179.94
4000-4999: Books And Supplies	8,889.00
5000-5999: Services And Other Operating Expenditures	2,100.00
5800: Professional/Consulting Services And Operating Expenditures	3,743.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	8,000.00
0000: Unrestricted	LCFF-Base (Site Fund)	850.00
0001-0999: Unrestricted: Locally Defined	LCFF-Base (Site Fund)	1,942.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	250.00
0000: Unrestricted	LCFF-Supplemental (District Fund)	100.00
	LCFF-Supplemental (Site Fund)	1,500.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,800.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	487.94
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	4,655.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1,500.00
4000-4999: Books And Supplies	Parent Teacher Association (PTA)	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	23,692.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,243.00
4000-4999: Books And Supplies	Title I - Parent Involvement	234.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,835.00
Goal 2	14,768.94

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amy Crabtree	Parent or Community Member
Aaron Kay	Parent or Community Member
Megan Kay	Parent or Community Member
Shelby Kinnard	Parent or Community Member
Ann Nordby	Other School Staff
Rosabel Ortiz	Other School Staff
Gabrielle Sisk	Classroom Teacher
Lizbeth Vargas	Parent or Community Member
April Rennie	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	State Compensatory Education Advisory Committee
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, April Rennie on
SSC Chairperson, Aaron Kay on



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

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