

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
Don Callejon School	43-69674-0110700		June 9, 2022

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
The purpose of the School Plan for Student Achievement is to analyze school characteristics and data; and from that information, to create a targeted plan for improvement. The supports in this plan can impact all students, but will be focused on specific goal areas.

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

The School Plan for Student Achievement is aligned with the Santa Clara Unified Local Control and Accountability Plan. The district plan guided the site specific work in the Don Callejon SPSA. Don Callejon has developed a K-8 STEAM vision. Middle School grades are organized in a cohort model. A three year timeline to develop and implement a STEAM PBL curriculum and pedagogy has been created and board approved. Due to the global pandemic the implementation to full implementation is now slated for the '23-'24 SY. STEAM and grade level PBL is central to the school's vision and teaching pedagogy to respond to student needs and prepare them for a changing world.

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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).

Different stakeholder groups participated in various meetings throughout the year: School Site Council, Leadership Team, and full staff meetings.

Classroom Observations

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

Informal and formal observations occur throughout the year. The observations serve many purposes such as observing student engagement, checking on individual students, working with staff to ensure best practices, as well as for the purpose of the formal evaluation process. A school visit by the superintendent, district leadership and board members took place on Monday, March 28th. Di

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)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. iReady and California Healthy Kids Survey data from students, staff and parents was used. Due to the global pandemic CAASPP data has not been available, academic data is set to be released Fall '22.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants. During the '21- '22SY a PLC structure was created in the master schedule to foster grade level PLC time for K-5. 6th grade also has grade level common prep. The administrative team plans on extending the grade level common prep for 7th grade during the '22-'23 SY, followed by 8th grade during the '23-'24 SY.

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

Designated time for teacher collaboration occurs on a regular basis, PLC time.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Arts, Mathematics, and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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 teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA. Due to a challenging staffing year, with the principal out since November no ELAC meetings took place. The district went through a federal program monitoring. The creation of an ELAC and consistent engagement is planned for the '22-'23SY.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Stakeholder 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

Throughout the school year, Multiple stakeholders participated in the Don Callejon School Plan for Student Achievement:

Staff: Don Callejon staff had input on our school redesign that was the focus at the beginning of the year. There were many opportunities for staff input in the reopening process that included aspects of a number of goal areas. Elementary and Middle School Leadership Teams analyzed data and had input into goal areas and possible activities. (4/27)

Students: Student data was used for the plan, and some survey data was used as well.

Parents: Parents had input into school activities through school reopening surveys, principal coffees, and direct feedback. The Don Callejon School Community Organization gave input throughout the year on parent interest with our monthly meetings.

School Site Council: School Site Council spent time analyzing student data, and generating ideas on planned improvements. This happened over multiple meetings as this plan was being developed. (2/25, 4/21, 5/9)

Resource Inequities

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

Resources: ELD & Math: two areas identified where resources should be targeted are ELD and Math. There is a large achievement gap in for ELD students, but there currently are little additional funds for targeting support. For our 6-8 program, Math is an area with low proficiency. Currently, the largest amount of resources are for ELA, that speaks to the focus needed in the other areas.

Changing dynamic of the school: with the changing demographics of the school (K-8 transition), there have been discussion around how resource allocation should change. Based on current trends, Math and ELD won't be as large of a focus in the upper grades. This is contrary to the first point, but it will be a transition to get there.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	84	62	69
Grade 1	88	84	62
Grade 2	106	77	74
Grade3	90	86	82
Grade 4	70	90	78
Grade 5	83	63	83
Grade 6	149	147	128
Grade 7	122	104	130
Grade 8	120	123	100
Total Enrollment	912	836	806

Conclusions based on this data:

1. Don Callejon is a diverse K-8 school, with the largest subgroups being Asian (44%), Hispanic (28%), and Caucasian (12%).
2. At the elementary level, there is one larger class ("bubble class") in the fourth grade, and smaller primary classes. This leads to some movement in staff grade level assignments. At the Middle School level, the largest grade level is sixth grade, that includes students from George Mayne Elementary, Don Callejon Elementary, and Katherine Hughes Elementary. There are less students in seventh grade, primarily because of students that attend the STEM program at Cabrillo Middle School.
3. At the time of the most recent modification, the DCS student population during the '21-'22SY was in the mid 600's.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	240	187	170	26.3%	22.4%	21.1%
Fluent English Proficient (FEP)	225	252	227	24.7%	30.1%	28.2%
Reclassified Fluent English Proficient (RFEP)	10	71	20	4.2%	29.6%	10.7%

Conclusions based on this data:

1. More than half of the student population at Don Callejon has a language spoken at home other than English.
2. Of the students that have a language other than English spoken at home, typically about half are English Language Learners, and half are Fluent English Proficient (passed the language assessment when they enrolled) or Reclassified Fluent English Proficient (met the criteria to be reclassified as an English Learner).
3. In 2018/19, there was a decrease in the number of students reclassified. Then, in 2019/20, there was a large increase in the number of students reclassified. This could be related to the new English Language assessment (ELPAC), and the reclassification process related to that assessment.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	93	80	77	92	0	77	92	0	96.3	98.9	0.0
Grade 4	93	73	72	92	73	0	92	73	0	98.9	100	0.0
Grade 5	83	83	80	83	81	0	82	81	0	100	97.6	0.0
Grade 6	150	148	126	145	146	0	145	146	0	96.7	98.6	0.0
Grade 7	123	121	128	121	114	0	121	114	0	98.4	94.2	0.0
Grade 8	107	122	105	106	117	0	106	116	0	99.1	95.9	0.0
All Grades	636	640	591	624	623	0	623	622	0	98.1	97.3	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2494.	2486.		51.95	53.26		31.17	20.65		12.99	16.30		3.90	9.78	
Grade 4	2529.	2553.		50.00	64.38		23.91	23.29		17.39	2.74		8.70	9.59	
Grade 5	2565.	2589.		52.44	58.02		25.61	29.63		10.98	7.41		10.98	4.94	
Grade 6	2524.	2551.		23.45	30.14		27.59	32.19		18.62	19.18		30.34	18.49	
Grade 7	2526.	2518.		9.92	12.28		34.71	24.56		26.45	23.68		28.93	39.47	
Grade 8	2553.	2558.		12.26	16.38		33.96	30.17		28.30	28.45		25.47	25.00	
All Grades	N/A	N/A	N/A	30.18	35.37		29.70	27.33		19.90	17.85		20.22	19.45	

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.45	51.65		49.35	40.66		5.19	7.69	
Grade 4	50.55	61.64		42.86	27.40		6.59	10.96	
Grade 5	51.22	54.32		40.24	40.74		8.54	4.94	
Grade 6	22.76	34.93		40.69	39.73		36.55	25.34	
Grade 7	25.62	15.04		38.02	38.05		36.36	46.90	
Grade 8	19.81	23.28		44.34	43.97		35.85	32.76	
All Grades	33.44	37.26		42.12	39.03		24.44	23.71	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.33	40.66		44.00	47.25		6.67	12.09	
Grade 4	49.45	53.42		41.76	36.99		8.79	9.59	
Grade 5	63.41	64.20		20.73	29.63		15.85	6.17	
Grade 6	28.28	30.82		42.76	50.00		28.97	19.18	
Grade 7	22.31	16.81		48.76	54.87		28.93	28.32	
Grade 8	20.19	25.86		56.73	50.86		23.08	23.28	
All Grades	36.08	35.81		43.37	46.45		20.55	17.74	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.66	38.04		59.74	55.43		2.60	6.52	
Grade 4	37.36	50.68		54.95	43.84		7.69	5.48	
Grade 5	36.59	39.51		54.88	55.56		8.54	4.94	
Grade 6	18.62	25.34		60.00	56.16		21.38	18.49	
Grade 7	6.61	7.08		61.98	70.80		31.40	22.12	
Grade 8	14.15	16.38		65.09	67.24		20.75	16.38	
All Grades	22.99	27.05		59.81	59.26		17.20	13.69	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.55	56.04		41.56	31.87		3.90	12.09	
Grade 4	42.86	52.05		48.35	42.47		8.79	5.48	
Grade 5	46.34	62.96		43.90	32.10		9.76	4.94	
Grade 6	34.48	35.62		40.69	45.21		24.83	19.18	
Grade 7	19.83	23.01		53.72	41.59		26.45	35.40	
Grade 8	26.42	28.45		56.60	43.10		16.98	28.45	
All Grades	35.53	40.48		47.59	40.16		16.88	19.35	

2019-20 Data:

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Conclusions based on this data:

1. For the most recent state achievement data, ELA, the breakdown of students meeting standards are: Grade 3: 74% (17/18: 83%), Grade 4: 88% (17/18: 74%), Grade 5: 88% (17/18: 78%), Grade 6: 61% (17/18: 51%), Grade 7: 37% (17/18: 45%), Grade 8: 47% (17/28: 46%). A majority of the grade levels increased in proficiency.
2. Reading had the highest number of students below standard for middle school. This supports reading instruction work that has been done (thinking strategies) and consideration of increasing the number of reading intervention classes.
3. The number of students not meeting standard at the elementary levels supports a continued focus on reading instruction for teachers, and funding the Instructional Coached that can support tier 1 instructional practices from K-8. The need to support 6-8 students led to morphing to a K-8 coaching support model to compliment the TOSA coaching assigned by SCUSD.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	93	80	77	92	0	77	92	0	96.3	98.9	0.0
Grade 4	93	73	72	93	73	0	93	73	0	100	100	0.0
Grade 5	83	83	80	83	81	0	82	81	0	100	97.6	0.0
Grade 6	150	148	126	145	145	0	145	145	0	96.7	98	0.0
Grade 7	124	121	128	121	114	0	121	114	0	97.6	94.2	0.0
Grade 8	107	122	105	106	115	0	106	114	0	99.1	94.3	0.0
All Grades	637	640	591	625	620	0	624	619	0	98.1	96.9	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2514.	2501.		59.74	53.26		33.77	27.17		2.60	13.04		3.90	6.52	
Grade 4	2548.	2552.		53.76	54.79		26.88	27.40		15.05	10.96		4.30	6.85	
Grade 5	2563.	2584.		53.66	60.49		18.29	16.05		15.85	14.81		12.20	8.64	
Grade 6	2504.	2530.		21.38	28.97		13.79	13.10		24.14	28.28		40.69	29.66	
Grade 7	2515.	2498.		12.40	14.91		20.66	9.65		33.06	28.95		33.88	46.49	
Grade 8	2526.	2515.		15.09	11.40		19.81	17.54		20.75	23.68		44.34	47.37	
All Grades	N/A	N/A	N/A	32.37	33.93		21.15	17.45		20.19	21.49		26.28	27.14	

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70.13	67.39		24.68	22.83		5.19	9.78	
Grade 4	68.82	67.12		20.43	21.92		10.75	10.96	
Grade 5	58.54	61.73		19.51	23.46		21.95	14.81	
Grade 6	24.83	31.72		23.45	28.28		51.72	40.00	
Grade 7	16.67	17.54		35.83	28.95		47.50	53.51	
Grade 8	19.81	12.28		33.96	29.82		46.23	57.89	
All Grades	39.00	38.93		26.81	26.49		34.19	34.57	

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.53	61.96		28.57	30.43		3.90	7.61	
Grade 4	56.99	58.90		34.41	32.88		8.60	8.22	
Grade 5	51.22	54.32		36.59	34.57		12.20	11.11	
Grade 6	19.31	28.28		36.55	39.31		44.14	32.41	
Grade 7	14.05	14.04		51.24	35.09		34.71	50.88	
Grade 8	17.92	18.42		43.40	41.23		38.68	40.35	
All Grades	33.81	35.86		39.26	36.19		26.92	27.95	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66.23	55.43		31.17	39.13		2.60	5.43	
Grade 4	52.69	61.64		38.71	27.40		8.60	10.96	
Grade 5	42.68	56.79		46.34	33.33		10.98	9.88	
Grade 6	20.69	26.90		40.69	42.07		38.62	31.03	
Grade 7	14.88	14.91		57.85	50.00		27.27	35.09	
Grade 8	16.04	12.28		50.00	47.37		33.96	40.35	
All Grades	32.05	34.25		44.87	41.20		23.08	24.56	

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. Based on the most recent state testing data...For Math, the breakdown of students meeting standards are: Grade 3: 80% (17/18: 94%), Grade 4: 82% (17/18: 81%), Grade 5: 77% (17/18: 72%), Grade 6: 42% (17/18: 35%), Grade 7: 25% (17/18: 33%), Grade 8: 29% (17/18: 35%). Half of the grade levels increased in proficiency, and half decreased.
2. Concepts and procedures had the highest number of students below standard, and this was especially seen in the middle school grades. This supports a current belief that a main area of struggle is basic conceptual procedures.
3. Mathematics is the lowest performing area for our Grades 6-8 students. This is an area where targeted funds should be focused. Resources have been allocated from the targeted resources invested in DCS. Aim is to secure resources similar to reading literacy to support math achievement data results.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1438.3	1442.7	1493.7	1436.1	1427.9	1475.7	1442.9	1477.3	1535.3	27	23	20
1	1516.2	1470.0	1480.6	1468.9	1451.0	1467.5	1562.8	1488.8	1493.1	48	20	16
2	1508.0	1517.7	1511.4	1504.7	1512.2	1493.5	1510.9	1522.5	1528.7	23	15	23
3	1508.4	*	1512.7	1492.8	*	1494.4	1523.6	*	1530.7	18	10	11
4	1517.5	1527.3	1521.8	1499.8	1531.8	1512.1	1534.8	1522.8	1531.2	15	12	11
5	1529.7	1548.4	*	1493.6	1548.4	*	1565.3	1547.9	*	11	13	6
6	1518.7	1520.8	1502.6	1499.9	1504.8	1496.5	1537.0	1536.3	1508.0	41	40	25
7	1530.8	1548.0	1522.1	1513.5	1543.4	1519.0	1547.7	1552.1	1524.7	33	34	31
8	1532.7	1570.6	1529.5	1513.1	1561.3	1521.1	1551.8	1579.2	1537.4	28	29	30
All Grades										244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.74	65.00	*	34.78	15.00	44.44	34.78	15.00	*	8.70	5.00	27	23	20
1	79.17	15.00	18.75	*	45.00	56.25		30.00	12.50	*	10.00	12.50	48	20	16
2	82.61	20.00	30.43	*	80.00	56.52	*	0.00	8.70		0.00	4.35	23	15	23
3	*	*	27.27	*	*	45.45		*	27.27	*	*	0.00	18	*	11
4	*	50.00	36.36	*	16.67	36.36	*	16.67	18.18	*	16.67	9.09	15	12	11
5	*	38.46	*	*	46.15	*	*	0.00	*	*	15.38	*	11	13	*
6	*	20.00	8.00	39.02	40.00	36.00	31.71	25.00	32.00	*	15.00	24.00	41	40	25
7	*	29.41	6.45	48.48	35.29	38.71	*	35.29	45.16	*	0.00	9.68	33	34	31
8	*	27.59	3.33	*	51.72	43.33	*	20.69	43.33	*	0.00	10.00	28	29	30
All Grades	42.62	26.02	20.23	32.38	42.86	40.46	16.80	23.47	28.32	8.20	7.65	10.98	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.04	55.00	*	30.43	30.00	*	52.17	5.00	*	4.35	10.00	27	23	20
1	60.42	10.00	31.25	29.17	40.00	43.75	*	40.00	12.50	*	10.00	12.50	48	20	16
2	86.96	60.00	47.83	*	40.00	30.43	*	0.00	17.39		0.00	4.35	23	15	23
3	*	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	18	*	11
4	*	58.33	45.45	*	8.33	18.18		25.00	27.27	*	8.33	9.09	15	12	11
5	*	61.54	*	*	23.08	*	*	7.69	*	*	7.69	*	11	13	*
6	29.27	27.50	12.00	36.59	42.50	52.00	29.27	15.00	20.00	*	15.00	16.00	41	40	25
7	33.33	41.18	9.68	51.52	41.18	64.52	*	14.71	19.35	*	2.94	6.45	33	34	31
8	39.29	37.93	10.00	*	41.38	60.00	*	20.69	23.33	*	0.00	6.67	28	29	30
All Grades	45.49	35.71	27.75	32.38	36.22	45.66	15.98	21.43	17.92	6.15	6.63	8.67	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.44	30.43	60.00	*	39.13	15.00	*	26.09	25.00	*	4.35	0.00	27	23	20
1	87.50	20.00	12.50	*	50.00	62.50	*	20.00	12.50	*	10.00	12.50	48	20	16
2	65.22	26.67	26.09	*	66.67	60.87	*	6.67	13.04	*	0.00	0.00	23	15	23
3	*	*	27.27	*	*	45.45	*	*	27.27	*	*	0.00	18	*	11
4	*	16.67	18.18	*	50.00	27.27	*	8.33	45.45	*	25.00	9.09	15	12	11
5	*	30.77	*	*	15.38	*		30.77	*	*	23.08	*	11	13	*
6	*	12.50	8.00	*	30.00	16.00	29.27	35.00	28.00	34.15	22.50	48.00	41	40	25
7	33.33	14.71	6.45	*	26.47	29.03	*	52.94	22.58	*	5.88	41.94	33	34	31
8	*	24.14	6.67	*	34.48	23.33	*	31.03	36.67	*	10.34	33.33	28	29	30
All Grades	43.44	19.90	17.92	22.13	37.24	31.79	19.26	29.59	26.59	15.16	13.27	23.70	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.04	65.00	62.96	82.61	35.00		4.35	0.00	27	23	20
1	89.58	50.00	62.50	*	50.00	31.25		0.00	6.25	48	20	16
2	100.00	66.67	43.48		33.33	52.17		0.00	4.35	23	15	23
3	*	*	72.73	*	*	27.27	*	*	0.00	18	*	11
4	*	50.00	54.55	*	25.00	36.36	*	25.00	9.09	15	12	11
5	*	23.08	*	*	69.23	*	*	7.69	*	11	13	*
6	36.59	17.50	24.00	51.22	60.00	48.00	*	22.50	28.00	41	40	25
7	39.39	11.76	12.90	57.58	67.65	70.97	*	20.59	16.13	33	34	31
8	50.00	24.14	10.00	42.86	75.86	80.00	*	0.00	10.00	28	29	30
All Grades	59.02	27.04	35.26	35.66	61.73	54.34	5.33	11.22	10.40	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.35	30.00	59.26	82.61	55.00	*	13.04	15.00	27	23	20
1	35.42	0.00	12.50	50.00	80.00	68.75	*	20.00	18.75	48	20	16
2	69.57	26.67	21.74	*	73.33	73.91	*	0.00	4.35	23	15	23
3	*	*	0.00	*	*	90.91	*	*	9.09	18	*	11
4	*	50.00	36.36	*	41.67	45.45	*	8.33	18.18	15	12	11
5	*	76.92	*	*	7.69	*	*	15.38	*	11	13	*
6	36.59	30.00	24.00	60.98	55.00	56.00	*	15.00	20.00	41	40	25
7	39.39	61.76	45.16	57.58	38.24	51.61	*	0.00	3.23	33	34	31
8	42.86	44.83	26.67	50.00	55.17	70.00	*	0.00	3.33	28	29	30
All Grades	38.52	37.24	26.59	51.23	54.08	63.01	10.25	8.67	10.40	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.74	45.00	62.96	73.91	50.00	*	4.35	5.00	27	23	20
1	89.58	35.00	31.25	*	55.00	50.00	*	10.00	18.75	48	20	16
2	65.22	13.33	34.78	*	86.67	56.52	*	0.00	8.70	23	15	23
3	*	*	45.45	*	*	45.45	*	*	9.09	18	*	11
4	*	8.33	18.18	*	58.33	72.73	*	33.33	9.09	15	12	11
5	*	30.77	*	*	46.15	*	*	23.08	*	11	13	*
6	*	17.50	12.00	*	52.50	16.00	65.85	30.00	72.00	41	40	25
7	42.42	23.53	16.13	*	38.24	29.03	39.39	38.24	54.84	33	34	31
8	*	34.48	16.67	*	34.48	40.00	*	31.03	43.33	28	29	30
All Grades	45.49	23.47	24.86	27.87	52.04	41.04	26.64	24.49	34.10	244	196	173

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	69.57	80.00	*	26.09	20.00	*	4.35	0.00	27	23	20
1	77.08	20.00	37.50	*	70.00	50.00	*	10.00	12.50	48	20	16
2	*	33.33	56.52	73.91	66.67	43.48		0.00	0.00	23	15	23
3	*	*	18.18	66.67	*	81.82	*	*	0.00	18	*	11
4	*	16.67	9.09	*	75.00	72.73		8.33	18.18	15	12	11
5	*	38.46	*	*	38.46	*	*	23.08	*	11	13	*
6	*	20.00	4.00	70.73	60.00	84.00	*	20.00	12.00	41	40	25
7	*	2.94	6.45	87.88	94.12	77.42	*	2.94	16.13	33	34	31
8	*	6.90	0.00	75.00	93.10	80.00	*	0.00	20.00	28	29	30
All Grades	38.11	22.45	23.70	56.56	68.88	64.16	5.33	8.67	12.14	244	196	173

2019-20 Data:

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

Conclusions based on this data:

1. The general trend with the number of students tested in elementary, and then in middle school, decreases each year. This is evidence of student's increased proficiency with English Language Development, and it's the progression we are trying to achieve through the grades.

2. In general in middle school, students are in higher proficiency levels as you move up in grade levels (in each domain). This is evidence of increased English Language Development in Grades 6-8.
3. English Language Development can be difficult to analyze trends with the ELPAC assessment because numbers/percentages are only shown in significant areas (especially seen in 17/18). In order to address, the full K-8 language development, targeted resources are invested in a .6FTE Instructional Coach to compliment the TOSA coaching that will take place from district resources.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
806	33.3	21.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	170	21.1
Foster Youth		
Homeless	6	0.7
Socioeconomically Disadvantaged	268	33.3
Students with Disabilities	83	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	4.3
American Indian or Alaska Native	1	0.1
Asian	351	43.5
Filipino	40	5.0
Hispanic	222	27.5
Two or More Races	51	6.3
Native Hawaiian or Pacific Islander	1	0.1
White	102	12.7

Conclusions based on this data:

1. Don Callejon is a diverse school in terms of ethnicity, socio-economics, and second language learners.

2. The largest ethnic groups at Don Callejon School are Asian and Hispanic.


School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Based on the overall performance area, there should be targeted interventions in Math (yellow performance area).
2. Based on the overall performance area, there should be targeted interventions in Suspensions (orange performance area).
3. Given more recent, CA Healthy Kids Survey Data and engagement with school stakeholders has led to the awareness and need to address social emotional learning needs of our students as they continue to endure and transition from the most challenging impacts of the global pandemic.

School and Student Performance Data

Academic Performance English Language Arts

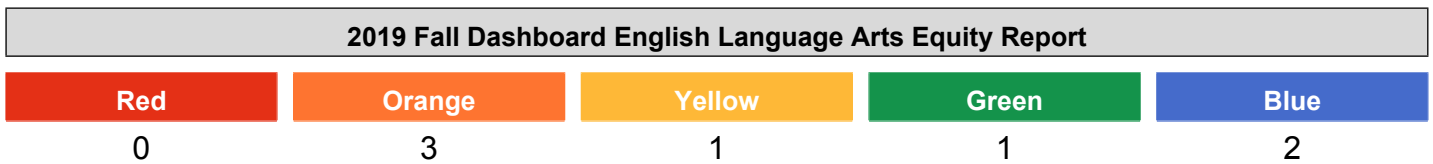
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 26 points above standard Increased ++8.5 points 599	<p>English Learners</p> Orange 16.5 points below standard Maintained ++0.7 points 216	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Orange 38 points below standard Maintained ++0.4 points 261	<p>Students with Disabilities</p> Orange 86.4 points below standard Increased ++3.9 points 86

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 41.3 points below standard Increased Significantly ++20.8 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 84.7 points above standard Increased ++12.6 points 231	 No Performance Color 60.7 points above standard Increased Significantly ++20.1 points 35
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.6 points below standard Increased ++3.3 points 214	 Green 54.2 points above standard Declined -6.6 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 31.5 points above standard Increased Significantly ++23.3 points 53

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.6 points below standard Increased ++10.1 points 120	54.8 points above standard Increased ++6.6 points 96	42.1 points above standard Increased ++12.4 points 287

Conclusions based on this data:

1. Overall, our students are above standard, and there was an increase in performance from the previous years. This could be reflected in our past Elementary instructional focus area (literacy for a few years).
2. All major ethnic groups increased in proficiency, but there is still a significant achievement gap between Asian/White students and Hispanic students.
3. There is a significant achievement gap between English Learners and English Only/Reclassified students. Resources such as Instructional Coach, PebbleGo, Readers and Writers Workshop plus R and W trainer are intentionally introduced to support ELA and ELD achievement.

School and Student Performance Data

Academic Performance Mathematics

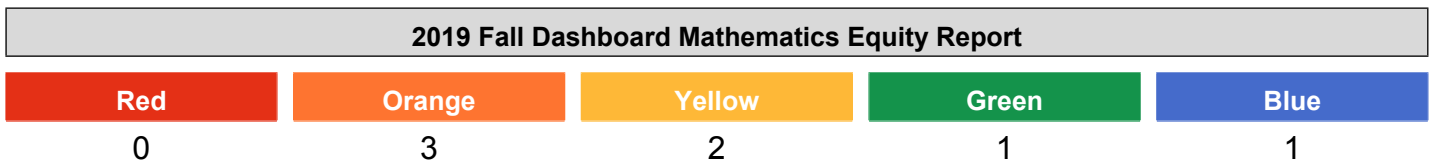
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.8 points below standard</p> <p>Maintained ++0.6 points</p> <p>596</p>	<p>English Learners</p> <p>Orange</p> <p>42 points below standard</p> <p>Maintained -1.4 points</p> <p>214</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>87.5 points below standard</p> <p>Maintained -1.6 points</p> <p>258</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>121.1 points below standard</p> <p>Increased ++7.3 points</p> <p>85</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 109.7 points below standard Increased Significantly ++16.7 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 76.7 points above standard Increased ++4.8 points 231	 No Performance Color 21.5 points above standard Increased Significantly ++19.0 points 35
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 89.4 points below standard Increased ++4.6 points 211	 Green 10.5 points above standard Declined -13.8 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.6 points below standard Declined Significantly -17.7 points 53

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.5 points below standard Increased ++5.9 points 118	28.4 points above standard Increased ++5.3 points 96	2.9 points above standard Maintained ++1.9 points 287

Conclusions based on this data:

1. Based on the most recent state testing data, our students are slightly below standard with mathematics, and they maintained from years before. There was a significant difference between Elementary and Middle School performance. IReady data show us continued achievement gaps between Asian students and Hispanic/White students in math performance.
2. There is a significant achievement gap between Asian students and Hispanic/White students with math performance.
3. There is a significant achievement gap in mathematics between English Learners and English Only/Reclassified students.

School and Student Performance Data

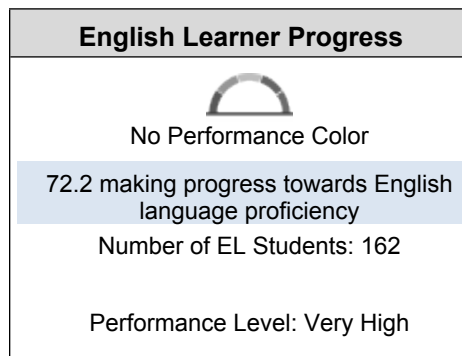
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.2	18.5	7.4	64.8

Conclusions based on this data:

1. Most students progressed at least one ELPI level, though we would like to see that from all students.
2. Analysis should be done to determine what students decreased or maintained an ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

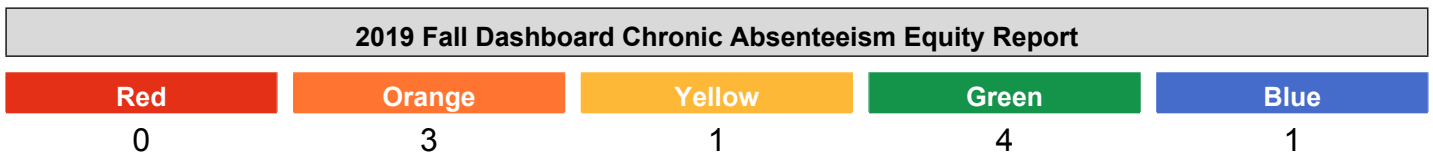
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 6.8 Declined -1.4 952	<p>English Learners</p>  Green 7.4 Declined -1.8 256	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 28.6 Increased +23.8 21	<p>Socioeconomically Disadvantaged</p>  Orange 12.9 Maintained 0 341	<p>Students with Disabilities</p>  Yellow 13.9 Declined -1.8 115

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.9 Increased +5.9 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 2.9 Declined -2.6 411	 Blue 0 Declined -6 51
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.5 Increased +1 269	 Green 3.7 Declined -4.2 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 6.1 Declined -3.2 115

Conclusions based on this data:

1. With CA's most recent data, we have continued chronic absenteeism 1.4% overall from the noted year.
2. The largest decline in chronic absenteeism was with Asian and White students. Hispanic students have the highest chronic absenteeism (area to focus on).
3. Socioeconomically Disadvantaged students and Students with Disabilities both have high rates of chronic absenteeism. This could be groups to focus on for improvement.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Not applicable to our K-8 grade span.

School and Student Performance Data

Conditions & Climate Suspension Rate

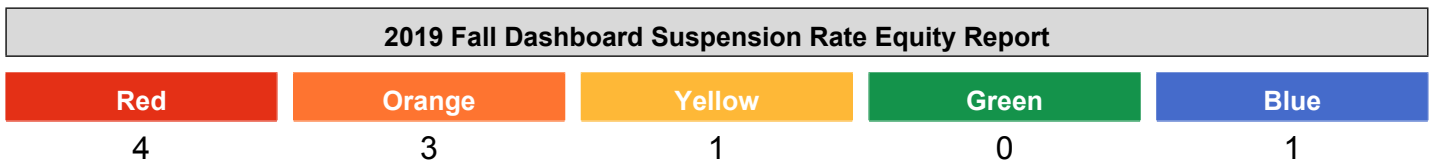
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 4.1 Increased +1.3 974	<p>English Learners</p> Orange 5.3 Increased +0.3 262	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p> No Performance Color 33.3 Increased +23.8 21	<p>Socioeconomically Disadvantaged</p> Red 9.3 Increased Significantly +2.1 344	<p>Students with Disabilities</p> Red 14.5 Increased +0.8 117

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8.7 Increased +6.2 46	 No Performance Color Less than 11 Students - Data 5	 Yellow 0.7 Increased +0.3 427	 Blue 0 Declined -3.9 51
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.5 Increased +2 272	 Orange 3.6 Increased +3.6 55	 No Performance Color Less than 11 Students - Data 1	 Orange 6 Increased +0.9 117

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	4.1

Conclusions based on this data:

1. The suspension rate increased in 2019 to 4/1% (2.8% in 2018). This has been a focus in the 19/20 school year.
2. A number of the subgroups had 5% or more of the students suspended at least once. Students with Disabilities had the highest percentage of students suspended at least once (14.5%). The gap in suspension percentages is important to track and monitor.
3. Changes in education code will reflect improvements in this area, but it will still be important for us to look at how we can improve.

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

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

Each student will make progress, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-8) and i-Ready Math (K-8).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	<p>2019-20</p> <p>Overall: 5.8 Scale Score below average distance from standard</p> <p>English Learners: 42 Scale Score below average distance from standard</p> <p>Low-Income: 87.5 Scale Score below average distance from standard</p> <p>Hispanic/Latinx: 89.4 Scale Score below average distance from standard</p> <p>Students with IEP's: 121.1 Scale Score below average distance from standard</p>	<p>based on 2019-20</p> <p>Overall: 5.8 Scale Score below average distance from standard</p> <p>English Learners: 42 Scale Score below average distance from standard</p> <p>Low-Income: 87.5 Scale Score below average distance from standard</p> <p>Hispanic/Latinx: 89.4 Scale Score below average distance from standard</p> <p>Students with IEP's: 121.1 Scale Score below average distance from standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math	2020-21 48.8 % Overall meeting/exceeding 18.9% English learner meeting/exceeding 16.15% Low-Income meeting/exceeding 10.3%Hispanic/Latinx meeting/exceeding 8.6% Students with IEP's meeting/exceeding	(based on 20-21) 48.8 % Overall meeting/exceeding 18.9% English learner meeting/exceeding 16.15% Low-Income meeting/exceeding 10.3%Hispanic/Latinx meeting/exceeding 8.6% Students with IEP's meeting/exceeding

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

Staff will implement cycles of inquiry protocols using i-Ready Diagnostic Results with a focus on improving tier 1 instruction including integrated ELD, project based, and STEAM practices to close the opportunity gap between student groups.

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)

44,000

Source(s)

Targeted Allocation
 5800: Professional/Consulting Services And Operating Expenditures
 Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and Enrichment costs: hourly pay

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.

This is our third year of Math intervention classes, and unfortunately - it is also the third year of no standardized testing data. Based on grades, there was variety with results, which emphasizes the need for a consistent program. Having these classes taught by the Math teachers doing the general class, could be an appropriate next step. Most Math teachers participated in the "Minds on Math" training, with evidence of implementation. We will be continuing in that professional focus area next year.

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

Due to distance learning, hybrid and now transition to in-person learning, there was not as much follow up professional development support as we had planned. Implementing those practices takes significant support, so the circumstances were unfortunate. Due to morphing learning context we also did not spend as much as was intended on materials and supplies.

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.

For Math intervention, the plan is to have a teacher from the general class target students after school. Additionally, a focus is to provide enrichment opportunities after school for all students to engage mathematics in non-traditional ways that ties in with our STEAM/PBL focus. For professional development, this is aligned with our STEAM focus that will ensure that it is a major focus for the year.

Budgetary reallocation from Goal 3 (-\$108,000) to Goals 1, 2, 3, and 4 approved by SSC on September 15th, 2022, initial SSC meeting.

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

English Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP-fall '22/ELA grades 3-5), i-Ready Reading Diagnostic, and Fountas & Pinnell (K-5).

Identified Need

Mid-Year i-Ready Reading results show a need for students overall to continue meeting or exceeding from 63.9% to an overwhelming majority of the student population.

i-Ready results for student groups (EL: 23.2%, Low-Income: 44.3%, Hispanic/Latinx: 39.8%, Students with IEP's: 11.9% demonstrate that there is an overall inequity in overall achievement of students

Mid-Year Fountas & Pinnell results show overall 75.9% meeting/exceeding, but seeing similar achievement gap with EL's 53.6%, 35.3% low-income, 50% Hispanic/Latinx.

2022 ELPAC results will be shared and planned to be reviewed fall, 2022.

'21-'22 Reclassification Rates are 5.9% or 11 students. Greater need to prepare students, and increase importance of the reclassifying, especially as students get into higher elementary grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts assessment (3-8)	<p>2019-20</p> <p>Overall: 26 Scale Score above average distance from standard</p> <p>English Learners: 16.5 Scale Score below average distance from standard</p>	<p>based on 2019-20</p> <p>Overall: 26 Scale Score above average distance from standard</p> <p>English Learners: 16.5 Scale Score below average distance from standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Low-Income: 38 Scale Score below average distance from standard</p> <p>Hispanic/Latinx: 39.6 Scale Score below average distance from standard</p> <p>Students with IEP's: 86.4 Scale Score below average distance from standard</p>	<p>Low-Income: 38 Scale Score below average distance from standard</p> <p>Hispanic/Latinx: 39.6 Scale Score below average distance from standard</p> <p>Students with IEP's: 86.4 Scale Score below average distance from standard</p>
i-Ready Reading	<p>2020-2021</p> <p>63.9% Overall meeting/exceeding</p> <p>23.2% English learner meeting/exceeding</p> <p>44.3% Low-Income meeting/exceeding</p> <p>39.8%Hispanic/Latinx meeting/exceeding</p> <p>11.9% Students with IEP's meeting/exceeding</p>	<p>based on 2020-21</p> <p>63.9% Overall meeting/exceeding</p> <p>23.2% English learner meeting/exceeding</p> <p>44.3% Low-Income meeting/exceeding</p> <p>39.8%Hispanic/Latinx meeting/exceeding</p> <p>11.9% Students with IEP's meeting/exceeding</p>
Fountas and Pinnell (K-5)	<p>2020-2021 Trimester 3</p> <p>75.9% Overall meeting/exceeding</p> <p>53.6% English learner meeting/exceeding</p> <p>35.3% Low-Income meeting/exceeding</p> <p>50% Hispanic/Latinx meeting/exceeding</p> <p>33.3% Students with IEP's meeting/exceeding</p>	<p>based on 2020-2021 Trimester 3</p> <p>75.9% Overall meeting/exceeding</p> <p>53.6% English learner meeting/exceeding</p> <p>35.3% Low-Income meeting/exceeding</p> <p>50% Hispanic/Latinx meeting/exceeding</p> <p>33.3% Students with IEP's meeting/exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	Spring 2019 Results: 72.2% making progress towards English language proficiency Number of EL Students: 162	based on Spring 2019 72.2% will make progress towards English language proficiency
Reclassification of English Learners to Fluent English Proficient (RFEP)	2020-2021 Number/Percent reclassified 11 students, 5.9% reclassified	2022-2023 Reclassification 5.9% or more of students reclassified

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 6th and 7th grade students

Strategy/Activity

Professional development, collaboration, planning, enrichment, and intervention in English Language Arts focused on 6 and 7th grade Readers and Writers Workshop.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Readers and Writers Workshop Materials for 7th Grade: total cost is 22,000. When carry over is performed by SCUSD, the SSC plan is to fully fund the instructional material need.

7,513

Targeted Allocation
5800: Professional/Consulting Services And Operating Expenditures

Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.

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

Professional development, collaboration, planning, enrichment, and intervention in project based learning focused on English Language Arts for all grades.

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)

28,000

Source(s)

Targeted Allocation
5800: Professional/Consulting Services And Operating Expenditures
Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.

7,000

Targeted Allocation
4000-4999: Books And Supplies
Supplementary materials to all our teachers to create a bridge from the district provided curriculum to project based learning lessons within the classroom. Additional usage to increase library selections so as to provide more current publications to build student engagement.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The largest targeted intervention during the '21-'22 SY for ELA has been the literacy intervention teacher. We have seen improvement from students participating in the intervention in years past. SCUSD has invested into a total of .7125 FTE TOSAs (2 coaches) to focus on instructional coaching. Readers and Writers Workshop professional development funds were planned primarily for reading and writing instruction. The collaboration funds were planned for release and planning time for those trainings along with consultant to support the middle school grades moving to the K-8 model.

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

Readers and Writers workshop and TOSA Coaching support with an outside consultant, and or the related release time are slated for the '22-'23 SY.

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.

Professional development funds will be aligned with our school-wide PBL/STEAM focus, and leveled reading in 6th and 7th grade. The focus in all levels will be in providing training and materials to increase the implementation of project based learning within English Language Arts tied to our STEAM focus, as well as after school enrichment activities to all for authentic applications of that learning.

Budgetary reallocation from Goal 3 (-\$108,000) to Goals 1, 2, 3, and 4 approved by SSC on September 15th, 2022, initial SSC meeting.

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 Climate/Safety, Student and Family Engagement and Student Wellness

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

As a school community, students, staff, parents and community members will work in an environment that supports physical and emotional health and safety for all.

*Maintain at least 95% average daily attendance.

*80% or more students who are surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus and that they have opportunities to engage in meaningful participation in school.

*Decrease chronic absenteeism to 10% or below (30 or fewer students) overall and reduce absenteeism of most affected students

*Maintain positive student behavior and pro-social interaction for all school community members (Wellness and SEL support).

Identified Need

Given the global pandemic, students have been acutely impacted by the morphing learning conditions. Historical data shows suspensions are significantly reduced compared to 18-19 (last full year in school), suspensions continue to be disproportionate for Latinx students. Beyond this traditional metric, CKHS revealed some data on the need to focus ongoing attention on the creation of welcoming, safe and nourishing learning environments. Many undiagnosed health conditions may be impacted students in ways our educational system has not dealt with in the past.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance:	2020-21 Overall: 98% English learner 97.6% Low-Income 95.9% Hispanic/Latinx 95.7% Students with IEP's 96.8%	based on 2020-21 Overall: 98% English learner 97.6% Low-Income 95.9% Hispanic/Latinx 95.7% Students with IEP's 96.8%
Chronic Absenteeism	2020-21	based on 2020-21

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Overall: 3.8%</p> <p>English learner 5.1%</p> <p>Low-Income 8.4%</p> <p>Hispanic/Latinx 8.4%</p> <p>Students with IEP's 6.7%</p>	<p>Overall: 3.8%</p> <p>English learner 5.1%</p> <p>Low-Income 8.4%</p> <p>Hispanic/Latinx 8.4%</p> <p>Students with IEP's 6.7%</p>
Suspension (6-8 only)	<p>2021-22 May</p> <p>At grades 6-8, Latinx students are 40% of enrollment and represent 66% (10/15) suspensions.</p>	<p>Reduce suspensions to at least proportional levels for Latinx students.</p>
<p>CalSCHLS (CHKS, parent and staff survey)</p> <p>Focus Domain(s): School Connectedness</p> <p>Grade 5: Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."</p> <p>Grade 7: Average percent of respondents reporting "Agree" or "Strongly agree."</p>	<p>2021-22</p> <p>Grade 5: 83%</p> <p>Grade 7: 55%</p>	<p>based on 2021-22</p> <p>Grade 5: 83%</p> <p>Grade 7: 55%</p>
<p>CalSCHLS (CHKS, parent and staff survey)</p> <p>Focus Domain(s): Caring School Adults</p> <p>Grade 5: Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."</p> <p>Grade7: Average percent of respondents reporting "Agree" or "Strongly agree."</p>	<p>2021-22</p> <p>Grade 5: 77%</p> <p>Grade 7: 44%</p>	<p>based on 2021-22</p> <p>Grade 5: 77%</p> <p>Grade 7: 44%</p>
<p>CalSCHLS (CHKS, parent and staff survey)</p> <p>Focus Domain(s): Cyberbullying</p> <p>Grade 5: Past 30 days.</p> <p>Grade 7: Past 12 months.</p>	<p>2021-22</p> <p>Grade 5: 15%</p> <p>Grade: 37%</p>	<p>based on 2021-22</p> <p>Grade 5: 15%</p> <p>Grade: 37%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students in general and at-promise middle school (6-8) students in particular

Strategy/Activity

Project Corner Stone and Middle School Matters class have focused on school connectedness and social emotional learning over the last years; school-wide structures and strategies for student management (R3 - tier I, tier II, & tier III) and social emotional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Targeted Allocation
5800: Professional/Consulting Services And Operating Expenditures
Positive Discipline consultant to work on full K-8 Tier I strategies through MTSS inclusion model: student management and social emotional learning school wide coaching, community/restorative circles.

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

Given SCUSD's initiative to fully implementing Multi-Tiered Systems of Support for all students. As the multi-tiered system DCS will align admin PBIS/MTSS, Problem Solving Team, PBIS Committees, and Wellness initiatives to develop appropriate systems to meet the needs of all students. This work will include revamping the Orange Folder and appropriate support to train teachers and staff to build out a robust and efficient process to support Tier 1 through Tier 3 supports.

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)

10,000

Source(s)

Targeted Allocation

	4000-4999: Books And Supplies Materials to support implementation of a common SEL curriculum to be piloted across grade levels to decide on a school focus for discipline, support, and working towards SCUSD's portrait of a graduate.
10,000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.

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.

As the school learning environment shifted back to in-person learning this created a new set of challenges. For Tier I, we worked on staff buy in, and for Tier II - we worked on consistent implementation- Problem Solving Team one for middle school and one for elementary.

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

With distance learning, the focus shifted to student engagement. We worked with staff on strategies, and implemented some strategies. We do need to continue to work on our Positive Discipline implementation, but it was not a major focus during the shifting learning environments. In to the '22-'23 SY, the focus will be focusing a working group to communicate and implement a comprehensive plan.

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.

The goal will expand to student management, and social emotional support through the Positive Discipline trainings and coaching. The aim is build on the MTSS/PBIS Committee work engaged during the '21-'22 SY. Social emotional literacy was a focus with distance learning, and will need to continue to be a focus with our transition back to a more "normal" school.

Budgetary reallocation from Goal 3 (-\$108,000) to Goals 1, 2, 3, and 4 approved by SSC on September 15th, 2022, initial SSC meeting.

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

English Language Development

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

For our English Learners, we will decrease the overall length of time it takes for redesignation, and specifically we will decrease the achievement gap in English Language Arts and Math by leveraging TOSA supports and PLC structure to engage in grade level Cycles of Inquiry.

Identified Need

After three academic years impacted by the global pandemic, it remains true that over half of our English Learners have not been redesignated Fluent English Proficient in seven or more years. Based on available data there is also a large and persistent achievement gap between English Learners and English Only students in ELA and Math. We are eager to receive state testing data in the fall to diagnose the impact of distance learning and the impacts of the global pandemic over the last three school years. The intention is to identify the true current achievement data and develop responsive instructional practices to ensure all EL's are reclassified by the time they promote from DCS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment and Reclassification List	Approximately 22% of our students are English Learners. Of those English Learners, 51% have been English Learners for seven or more years.	Decrease the number of years it takes students to be reclassified (of those students that have been English Learners for seven or more years). Decrease the number of English Learners at Don Callejon.
California Dashboard English Language Arts and Math Achievement	There are large achievement gaps for English Learners in English Language Arts and Math. In English Language Arts, English Learners are 74 points below standard, and English Only students are 42 points above standard. In Math, English Learners are 100	Decrease the achievement gap between English Learners and English Only students in English Language Arts and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points below standard, and English Only students are 2.9 points above standard.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Professional Learning Communities led by a district designated TOSA to assist all levels of teachers with designated and integrated ELD small group in class instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Professional development and collaboration in English Language Development (designated and integrated). SCUSD has directed school sites to implement ELD class sections of designated and integrated ELD consistently across the district.

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)
1,600	Targeted Allocation 5000-5999: Services And Other Operating Expenditures

	Pebble Go: ELD academic language supports for students, data base to support units of study in multiple languages.
2,000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Increase engagement in educational opportunities and experiences to increase English and academic language usage through enrichment materials and opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.
3,000	Targeted Allocation 4000-4999: Books And Supplies Materials for enrichment activities and supplementary materials to build engagement for our English Learners.

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.

Read 180 and support ELD classes were implemented during the '21-'22 SY. ELD Support classes will have SCUSD allocations to implement integrated and designated ELD pedagogical approaches.

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

SPSA specific differences in providing materials, time and training to support teachers in working with the .6FTE district provided Instructional Coach to support the full K-8 grade span, that the .5 Literacy Teacher was not able to do. The instructional coach will be included in all district led PD for TOSA's/Coaches, as well as instructional decisions on site and that determine areas of need.

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.

Clarifications for staff on the differences between designated and integrated ELD times, as well as training in the appropriate implementation of both. To further assist increasing reclassification rates, working with the district TOSA, Site Leadership, and Site Council to target areas of training and supplemental materials that will assist teachers in reaching the overall goals. Increased funding for materials to build engagement and enrichment for English Learners.

Budgetary reallocation from Goal 3 (-\$108,000) to Goals 1, 2, 3, and 4 approved by SSC on September 15th, 2022, initial SSC meeting.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,113.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$128,113.00

Subtotal of state or local funds included for this school: \$128,113.00

Total of federal, state, and/or local funds for this school: \$128,113.00

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
Targeted Allocation	128,113	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	128,113.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	22,000.00
5000-5999: Services And Other Operating Expenditures	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	104,513.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Targeted Allocation	22,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	104,513.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,000.00
Goal 2	44,513.00

Goal 3

30,000.00

Goal 4

9,600.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Miguel A. Rodríguez	Principal
Jennifer Kontich	Classroom Teacher
Meredith Tanaka	Classroom Teacher
Janis Roth Soto	Classroom Teacher
Abigail Andrade	Parent or Community Member
Eugene Manalo	Parent or Community Member
Sonali Sangwan	Parent or Community Member
Sohini Stone	Parent or Community Member
Candace Abrahamson	Other School Staff

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	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 5/10/22.

Attested:

	Principal, Dr. Miguel A. Rodríguez on 5/09/22
	SSC Chairperson, Abigail Andrade on 5/09/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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