

# 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
Los Berros VAPA Academy	42692296045660	9/19/2022	10/25/2022

## School Profile

Los Berros is located in northern Santa Barbara County in a rural community 150 miles northwest of Los Angeles with a population of approximately 44,000. Los Berros is a community of kind and caring students and staff nestled in the housing development known as Mission Hills. Our current enrollment is 434 students. According to Data Quest in 2021-22, Los Berros' student population was 421 with the following demographics; 52.5% Hispanic, 36.3% White, 2.1% Asian, 1.4% African American, and 4.8% of our students reported two or more ethnicities. 8.8% of students were English learners (EL), 18.8% of students received special education services, and 48.2% were socioeconomically disadvantaged (SED). 4 students were foster youth and 5 students were homeless youth.

During the 2022-23 school, the Los Berros Visual and Performing Arts Academy will continue to make literacy and math instruction our primary focus, while incorporating visual and performing arts instruction through both integrated and dedicated instruction aligned with the California Arts Standards and Framework and five art domains (dance, theater, visual arts, media arts, and music). We believe that a school-wide art focus will increase student engagement and attendance in school, leading to increased academic achievement. Our school plan includes teacher specialists, affording students greater opportunities to work with staff and cross-grade classrooms. The relationships formed during these instructional sessions support a strong school community and positive school culture. In addition, Los Berros Visual and Performing Arts Academy is committed to the champion PBIS (positive behavior interventions and supports) model. Ongoing professional development, data analysis, and support of the PBIS program will decrease student behaviors and ensure a school environment that is conducive to learning. The Los Berros Visual and Performing Arts Academy staff is committed to a collaborative culture in which all staff work together to support the whole child. We are focused on the same goals to ensure that the mission and vision of the school is achieved. The school leadership team meets monthly, taking into consideration the feedback from all stakeholders. Our parent community stays regularly informed through newsletters, Friday folders, and regular ParentSquare communications. The school also actively seeks our partnerships with community organizations and its members, including the Children's Creative Project.

## Purpose and Description

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

Schoolwide Program

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

The purpose of this SPSA is to identify areas of strength and areas to grow in. It specifically targets underperforming students and identifies learning strategies to bring them up to grade level standards. This SPSA closely follows the identified goals set forth in our LUSD LCAP for the 2022-2023 school year.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the 21-22 school year, surveys were conducted of student and staff in regard to school culture and to collect feedback of implementation of programs including arts integration and positive behavior interventions and supports (PBIS). In January 2022, 100% of teachers who completed the staff feedback survey reported they felt comfortable discussing questions and concerns. A benchmark of quality was completed by members of the PBIS Tier 1 team including teachers and support staff, indicating that additional supports were needed to improve PBIS tier 1 implementation for the 22-23 school year including processes for reporting minor behaviors and ensuring that office handled discipline is communicated clearly to staff. Parent surveys indicated 65% of those who responded were interested in increased offerings of parent workshops. In addition, 100% of teachers reported ongoing professional development was needed related to arts integration.

## Classroom Observations

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

The principal and dean walk through classrooms weekly, giving feedback through written observations and informal conversations.

A variety of regular informal observations were conducted throughout the 2021-2022 school year. As part of a district-wide initiative, focused on ensuring equity in English Language Arts instruction, walkthroughs were completed focused on common grade level agreements to ensure instruction aligned with the rigor of the standards as agreed upon by grade level teams. Anecdotal evidence showed that instruction was aligned with the rigor of the standard and consistent across grade level classrooms. It was apparent that additional support was needed on instructional strategies (low prep, high-impact) to support teachers with reteaching for students who do not demonstrate mastery of the standard after initial instruction.

## 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)

Staff analyzes assessment data regularly in their weekly collaboration meetings, in Leadership meetings, and in staff meetings. Additional data conferencing is conducted during 1:1 meetings with the teacher and principal/dean to progress monitor students as part of the RTI/SST process. Assessment data was analyzed in order to adjust the SPSA goals/expenditures for the year.

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

Individual students are progress monitored through their assessment data, and collaboration meetings focus on individual student needs based on the data. Teachers discuss four essential questions - (1) what do we want all students to know and be able to do? (2) how will we know if they learn it? (3) how will we respond when some students do not learn? (4) how will we extend learning for students who are already proficient? Intervention and enrichment groups are determined based on data, and are flexible from assessment to assessment.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our staff are highly qualified.

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

The district has provided adopted math and ELA curriculums and there is ongoing professional development.

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

Professional learning is focused on the standards, with additional time devoted to integrating the arts standards with other content standards.

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

Our site literacy specialist works with individuals, grade level teams, and staff on implementing effective instructional strategies, analyzing student data, and creating engaging lessons. In addition, all new teachers have access to a Teacher Support Provider (TSP), who provides additional coaching and support.

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

Grade levels meet for collaboration at a minimum of 3x per month. Collaboration is focused on content areas, including Math, ELA, and Arts integration. Additional collaboration is focused on Science a minimum of once per trimester.

## Teaching and Learning

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

Our math, ELA and Science curriculum are standards aligned. Additional supplemental materials are available to support instruction in art and social studies.

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

Instructional minutes adhere to the recommended instructional minutes.

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

Teachers work collaboratively to ensure lesson pacing is appropriate and meets students needs.

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

The curriculum adoptions provide adequate materials to address all student needs.

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 students have access to grade level standards materials, including intervention materials. Students with disabilities are placed in general education classrooms with their peers, where educational specialists support them through modifications and accommodations as needed.

## Opportunity and Equal Educational Access

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

All grade levels have an educational specialist to co-teach or to provide small group instruction in order to meet all students needs. English Learners are supported through a bilingual instructional assistant, and are provided small group ELD daily at their language acquisition level.

Evidence-based educational practices to raise student achievement

Teachers engage in professional development focusing on research-based instructional practices such as arts integration, number talks, FactsWise, data driven instruction, visible learning, and lesson design.

## Parental Engagement

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

Arts integration increases engagement of all stakeholders and electives allow all staff to know all students, and to be additional resources for those students. After school extended day programs are provided to small groups.

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)

Stakeholders are involved in creating the SPSA through SSC, ELAC, PTA, and Student Council. Input is included in school plans and decisions.

### Funding

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

Arts integration, after school programs, and individualized programs such as Lexia, iXL, and Accelerated Reader enable students to meet standards.

Fiscal support (EPC)

The school is funded through Title 1, LCFF, LCFF supplemental concentration, and general funding

## Educational Partner Involvement

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

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

Multiple stakeholders and committees provide feedback on the annual review and SPSA. The site leadership team reviewed progress on the SPSA and goals on February 23, 2022, and met to review the new budget and goals on June 17, 2022. The team met again on September 21, 2022 to review the plan. The English Language Advisory Committee met on May 5, 2022 and September 22, 2022 to provide feedback and give input for the 2022-2023 plan. The safety committee met in December

of 2021 to review the SPSA goals and update the safety plan. The School Site Council reviewed and discussed the SPSA at each of the 5 meetings held during the school year. The school goals and plan were reviewed at Back to School Night, held August 12, 2022. The plan was also reviewed on June 19, 2022 with the PTA Executive Board and is reviewed regularly during monthly board meetings.

## Resource Inequities

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

8.8% of students at Los Berros are identified as English Language Learners. While a small part of the student population, a large part of the budget is allocated to support their language acquisition. This is a necessary allocation to ensure their dedicated instructional support.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.63%	0.2%	0.48%	3	1	2
African American	1.04%	1.2%	1.43%	5	5	6
Asian	2.09%	2.3%	2.14%	10	10	9
Filipino	1.25%	1.4%	0.95%	6	6	4
Hispanic/Latino	50.52%	53.9%	52.49%	242	233	221
Pacific Islander	0.21%	0.2%	0.24%	1	1	1
White	38%	36.1%	36.34%	182	156	153
Multiple/No Response	6.05%	4.4%	4.75%	29	19	20
<b>Total Enrollment</b>				479	432	421

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	87	68	55
Grade 1	60	63	70
Grade 2	63	55	64
Grade 3	71	62	48
Grade 4	51	70	64
Grade 5	78	49	68
Grade 6	69	65	52
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	479	432	421

### Conclusions based on this data:

1. Our enrollment declined significantly in the 20-21 school year and continued to decline in 21-22.

2. Our Hispanic population is our largest population.
3. It is important that our bilingual community liaison works closely with the Hispanic community in order to ensure that we are addressing the needs of all students and that we elicit input from all families in our decision making.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	38	37	37	7.9%	8.60%	8.8%
Fluent English Proficient (FEP)	32	30	22	6.7%	6.90%	5.2%
Reclassified Fluent English Proficient (RFEP)	5	2		18.5%	5.4%	

### Conclusions based on this data:

1. There was a large decrease in the number of students who were reclassified after returning to in-person learning.
2. Our dedicated ELD instruction is evidenced to be successful and we will continue to use Title 1 funding to ensure dedicated ELD instruction takes place daily.
3. Our English Learner population has remained consistent at approximately 8-9% of our student population over three years.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50	60	50	48	0	49	48	0	49	96	0.0	98.0
Grade 4	73	74	63	70	0	63	70	0	63	95.9	0.0	100.0
Grade 5	71	50	70	68	0	69	67	0	69	95.8	0.0	98.6
Grade 6	64	65	56	64	0	55	64	0	55	100	0.0	98.2
All Grades	258	249	239	250	0	236	249	0	236	96.9	0.0	98.7

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2434.		2373.	25.00		14.29	31.25		8.16	27.08		28.57	16.67		48.98
Grade 4	2450.		2426.	22.86		14.29	24.29		17.46	12.86		23.81	40.00		44.44
Grade 5	2470.		2434.	11.94		4.35	22.39		17.39	25.37		27.54	40.30		50.72
Grade 6	2507.		2513.	10.94		9.09	43.75		32.73	18.75		29.09	26.56		29.09
All Grades	N/A	N/A	N/A	17.27		10.17	30.12		19.07	20.48		27.12	32.13		43.64

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.25		6.12	54.17		67.35	14.58		26.53
Grade 4	21.43		12.70	48.57		65.08	30.00		22.22
Grade 5	20.90		4.35	52.24		68.12	26.87		27.54
Grade 6	17.19		12.73	50.00		63.64	32.81		23.64
All Grades	22.09		8.90	51.00		66.10	26.91		25.00

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		10.20	70.83		32.65	16.67		57.14
Grade 4	15.71		4.76	60.00		55.56	24.29		39.68
Grade 5	7.46		7.25	52.24		43.48	40.30		49.28
Grade 6	23.44		7.27	39.06		58.18	37.50		34.55
All Grades	14.86		7.20	54.62		47.88	30.52		44.92

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.58		12.24	72.92		73.47	12.50		14.29
Grade 4	20.00		6.35	58.57		71.43	21.43		22.22
Grade 5	7.46		7.25	68.66		69.57	23.88		23.19
Grade 6	15.63		14.55	59.38		65.45	25.00		20.00
All Grades	14.46		9.75	64.26		69.92	21.29		20.34

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.83		8.16	62.50		61.22	16.67		30.61
Grade 4	15.71		11.11	47.14		66.67	37.14		22.22
Grade 5	10.45		2.90	52.24		60.87	37.31		36.23
Grade 6	18.75		14.55	56.25		69.09	25.00		16.36
All Grades	16.06		8.90	53.82		64.41	30.12		26.69

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:**

- 6th grade is the only grade level that had an increase in the mean scaled score from 18-19 to 21-22. The 6th graders are also the only grade level who has ever taken the CAASPP assessment previously, as the other grade levels were not within testing grade levels during previous years of administration.
- Overall, all grades decreased the number of students below standard in Research/Inquiry by 3.43% since the 18-19 school year, with the biggest decrease in 4th grade with a 15% reduction in students below standards. Writing

continues to be the area of the highest need across all grade levels with 45% of students below standard and the largest increase in need since the 18-19 school year. Students in third grade showed the greatest increase with a 41% increase in students writing below standard.

3. Listening was a strength in all grade levels, with more than 79% of students achieving at/near or above standard, and only 20% not meeting the standard.. Communication has been a focus, and we believe our arts integrations supports this area of ELA especially well.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50	60	50	48	0	49	48	0	49	96	0.0	98.0
Grade 4	73	74	63	70	0	63	70	0	63	95.9	0.0	100.0
Grade 5	71	50	70	67	0	69	67	0	69	94.4	0.0	98.6
Grade 6	64	65	56	64	0	55	64	0	55	100	0.0	98.2
All Grades	258	249	239	249	0	236	249	0	236	96.5	0.0	98.7

\* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2447.		2368.	22.92		6.12	33.33		16.33	27.08		30.61	16.67		46.94
Grade 4	2452.		2422.	10.00		3.17	24.29		20.63	34.29		28.57	31.43		47.62
Grade 5	2448.		2437.	2.99		4.35	8.96		13.04	37.31		23.19	50.75		59.42
Grade 6	2503.		2492.	10.94		10.91	28.13		18.18	26.56		34.55	34.38		36.36
All Grades	N/A	N/A	N/A	10.84		5.93	22.89		16.95	31.73		28.81	34.54		48.31

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	39.58		6.12	31.25		32.65	29.17		61.22
Grade 4	20.00		9.52	32.86		30.16	47.14		60.32
Grade 5	5.97		5.80	31.34		39.13	62.69		55.07
Grade 6	14.06		9.09	39.06		47.27	46.88		43.64
All Grades	18.47		7.63	33.73		37.29	47.79		55.08

### 2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33		12.24	54.17		40.82	12.50		46.94
Grade 4	14.29		9.52	48.57		50.79	37.14		39.68
Grade 5	4.48		7.25	58.21		49.28	37.31		43.48
Grade 6	12.50		9.09	54.69		54.55	32.81		36.36
All Grades	14.86		9.32	53.82		49.15	31.33		41.53

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50		6.12	45.83		51.02	16.67		42.86
Grade 4	18.57		7.94	44.29		52.38	37.14		39.68
Grade 5	2.99		4.35	53.73		43.48	43.28		52.17
Grade 6	17.19		14.55	46.88		54.55	35.94		30.91
All Grades	17.67		8.05	47.79		50.00	34.54		41.95

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.

**Conclusions based on this data:**

1. Similar to ELA, the students in 6th grade performed above all other grade levels on the Math CAASPP assessment; maintaining the same percentage of students above, at or near, and nearly meeting the standard from the 18-19 school year. Students in third grade showed the largest decline in performance.
2. Our students performed best in the communicating reasoning sections of the tests. The school has implemented Number Talks into math instruction over the past several years, which may be a contributing factor to students success in this area. Additional training and support in the implementation of number talks is needed for newly hired staff as we move into the 22-23 school year.
3. Students struggled most with concepts and procedures which involves the application of their mathematical understanding. More than half of students were below standard in this area. Again, we will be focusing on application and real life application of the math through performance tasks this school year. Common grade level performance tasks will be utilized in the 22-23 school year to provide both students and teachers more opportunities to practice and ensure instruction is aligned with the rigor of the CAASPP and standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	7	7
1	*	*	*	*	*	*	*	*	*	*	7	6
2	*	*	*	*	*	*	*	*	*	7	10	8
3		*	*		*	*		*	*		*	8
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	*	*	7
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										23	37	38

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	0.00	2.63	34.78	27.78	34.21	47.83	30.56	21.05	13.04	41.67	42.11	23	36	38

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.70	13.89	10.53	43.48	22.22	28.95	30.43	41.67	21.05	17.39	22.22	39.47	23	36	38

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.70	0.00	2.63	17.39	19.44	18.42	43.48	33.33	39.47	30.43	47.22	39.47	23	36	38

2019-20 Data:

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



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.70	5.56	16.67	78.26	66.67	50.00	13.04	27.78	33.33	23	36	36

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.39	30.56	13.51	60.87	44.44	40.54	21.74	25.00	45.95	23	36	37

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.35	0.00	10.53	69.57	50.00	50.00	26.09	50.00	39.47	23	36	38

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.39	11.11	7.89	47.83	50.00	57.89	34.78	38.89	34.21	23	36	38

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 majority of students approaching reclassification (level 3) in the 21-22 school year were in 2nd and 5th grade.
2. Students demonstrated a higher development in reading and written language than in the previous year.
3. One student was reclassified as English Language Proficient through the ELPAC assessment in the 21-22 school year. 12 students scored a level 3 and are approaching well developed proficiency as we move into the 22-23 school year.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>421</b>	<b>48.2</b>	<b>8.8</b>	<b>1.0</b>
Total Number of Students enrolled in Los Berros VAPA Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	8.8
Foster Youth	4	1.0
Homeless	5	1.2
Socioeconomically Disadvantaged	203	48.2
Students with Disabilities	79	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian	2	0.5
Asian	9	2.1
Filipino	4	1.0
Hispanic	221	52.5
Two or More Races	20	4.8
Pacific Islander	1	0.2
White	153	36.3

**Conclusions based on this data:**

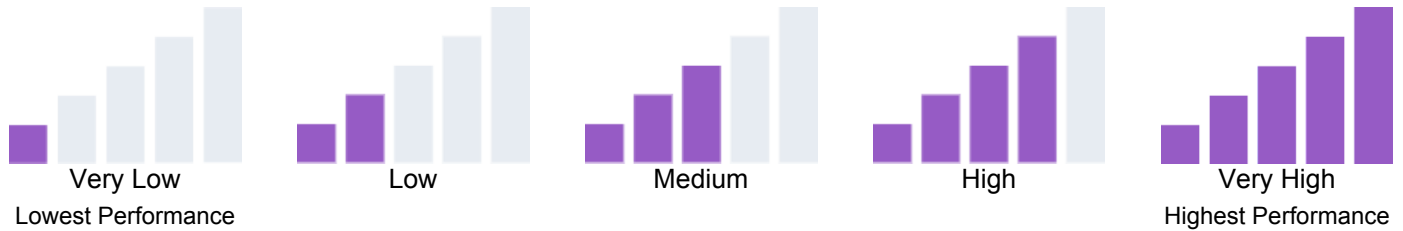
1. More than half of our student population is Hispanic.
2. Almost half of our student population is socio-economically disadvantaged.
3. Nearly 1/5 of our population has an identified disability and an individualized plan to support their learning.

# School and Student Performance Data

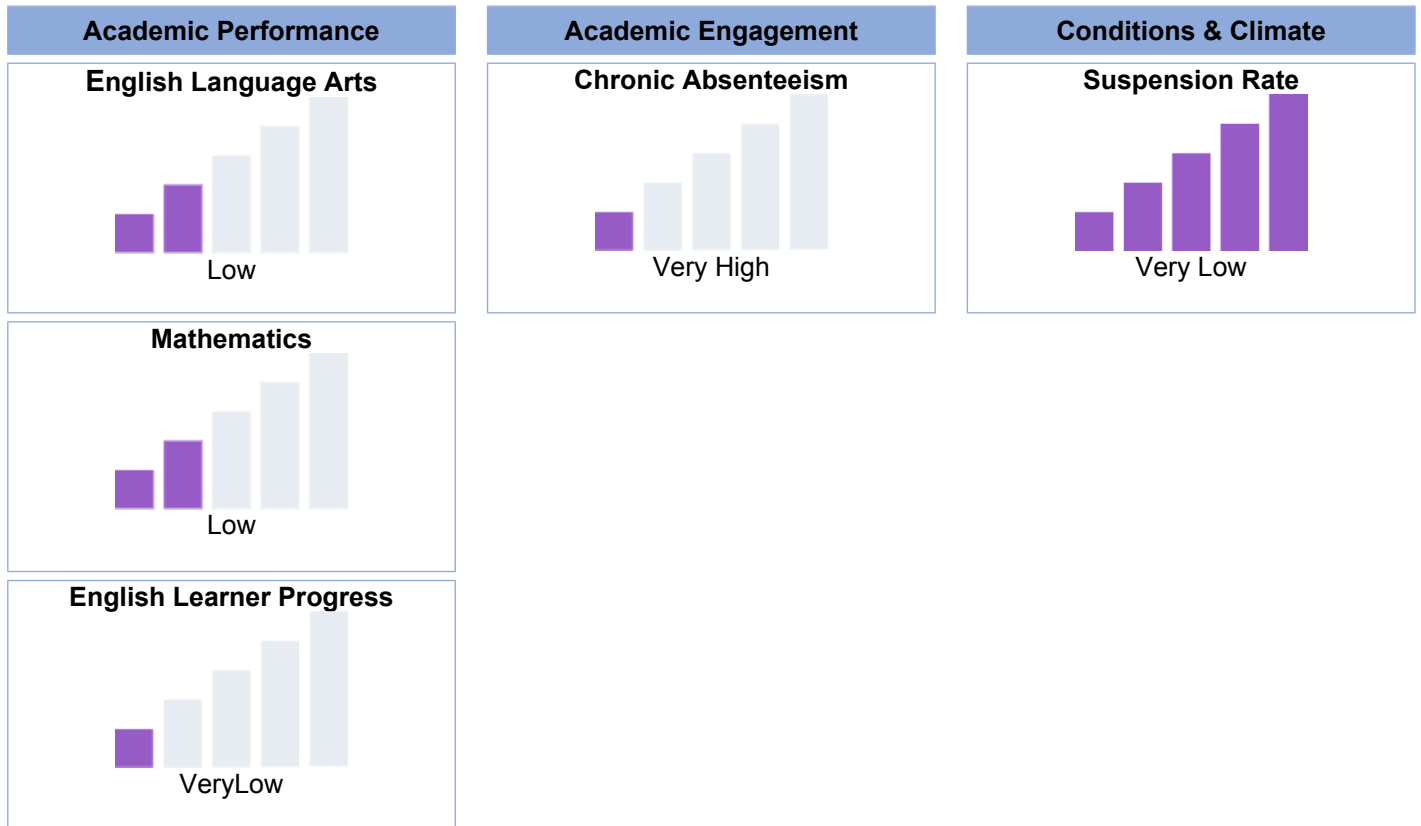
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

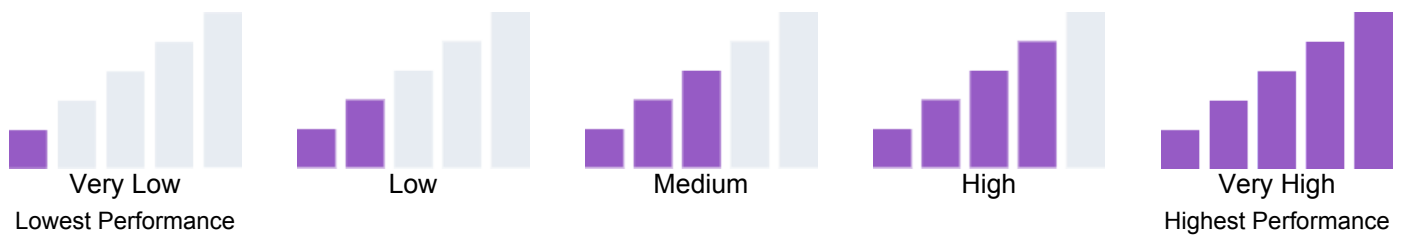
1. The data reported reflects fall 2019.

# School and Student Performance Data

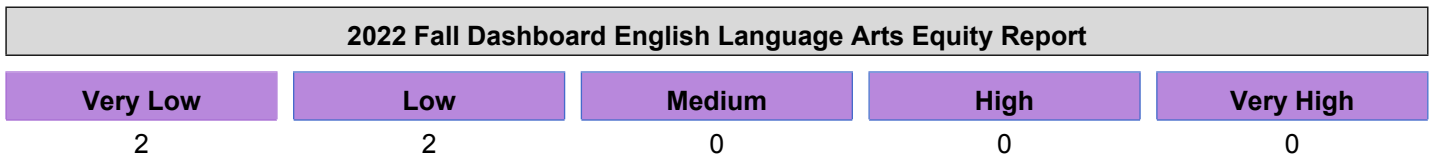
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

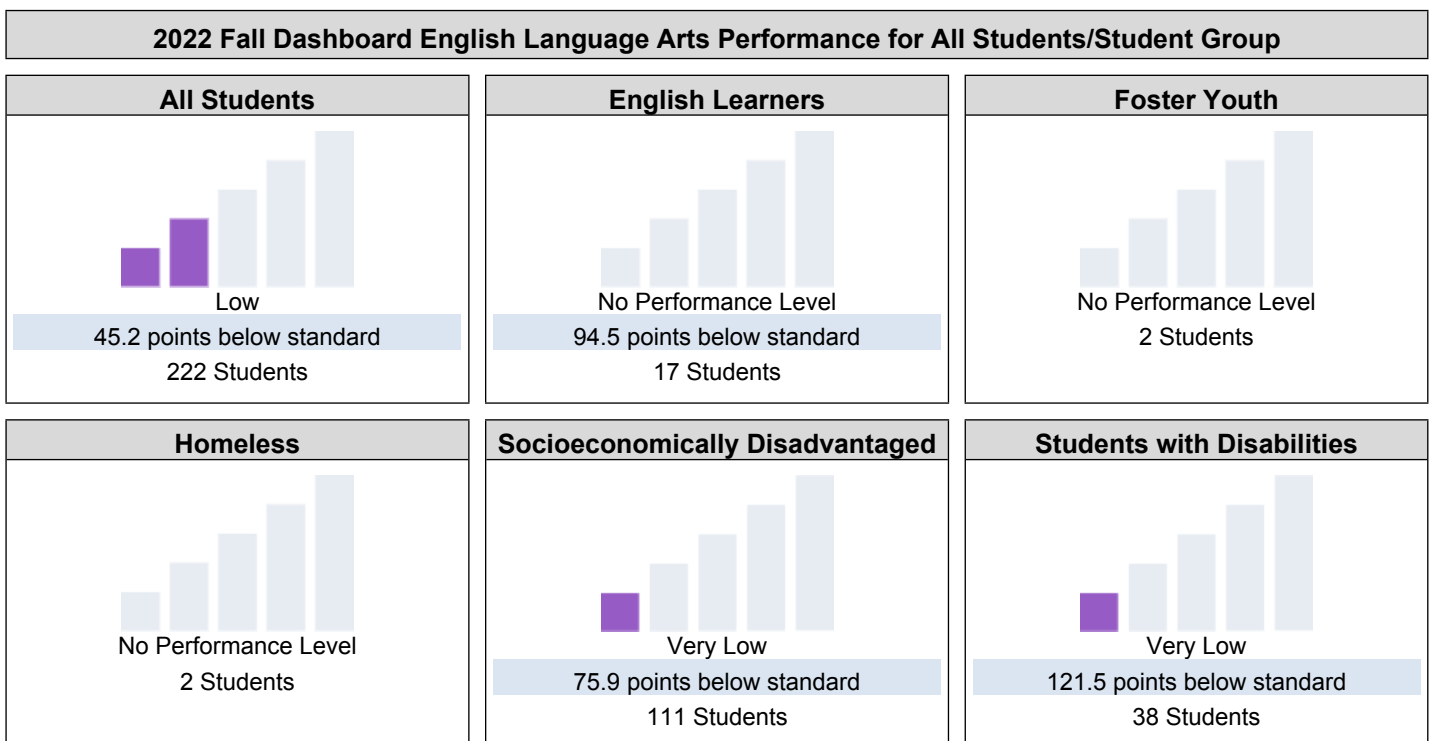
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



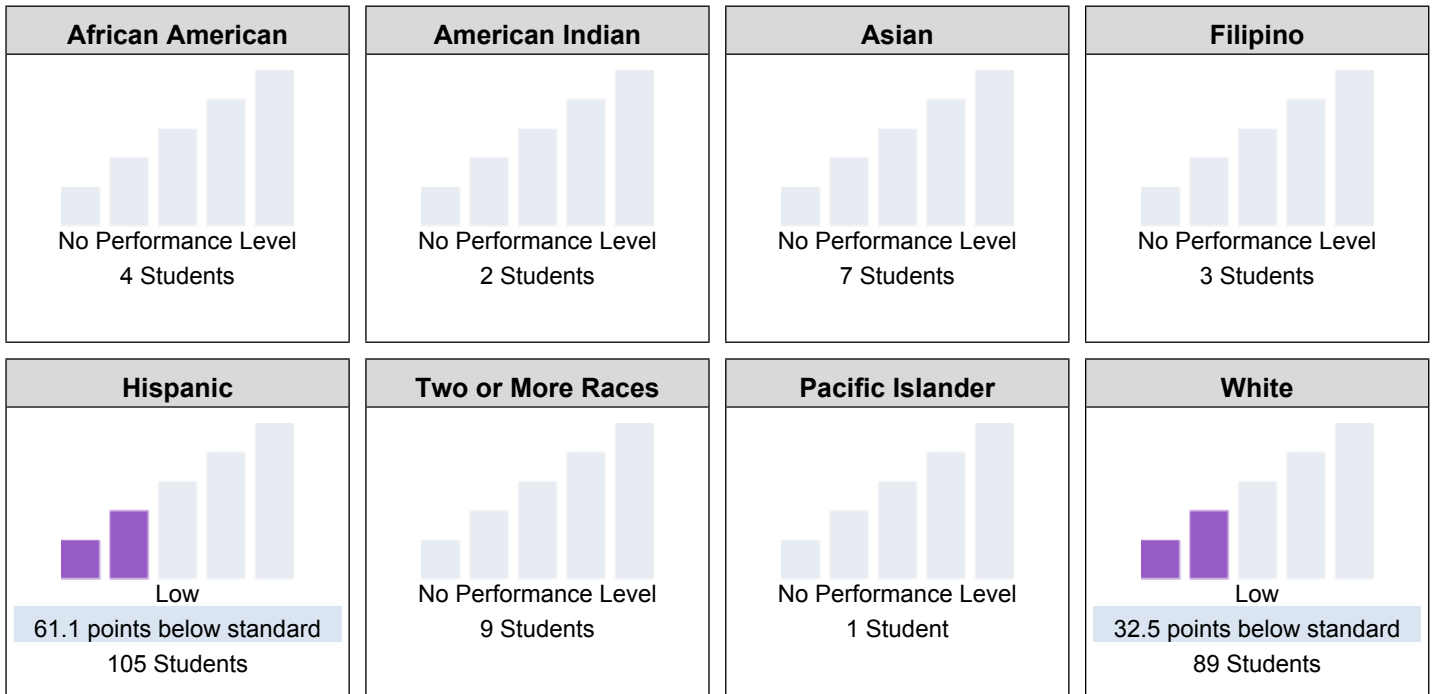
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.6 points below standard	2 Students	45.0 points below standard
16 Students		188 Students

#### Conclusions based on this data:

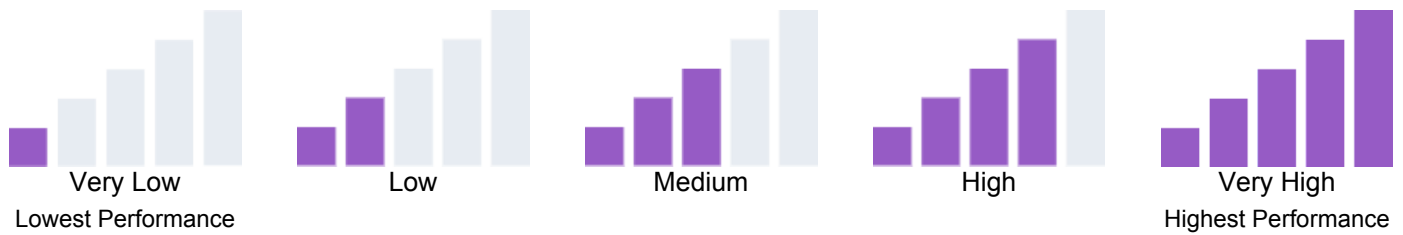
1. All of our performance by subgroups increased except for Reclassified English Learners. We need to ensure we are still supporting reclassified English Learners and monitoring their progress.
2. Our Hispanic subgroup did show an increase of twice as much as our white subgroup, but is still twice as many points below standard.
3. Almost every subgroup made increased their performance which is great news and show our programs are successfully moving students forward.

# School and Student Performance Data

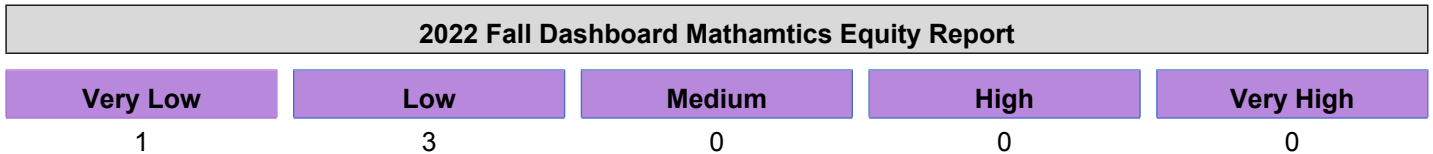
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

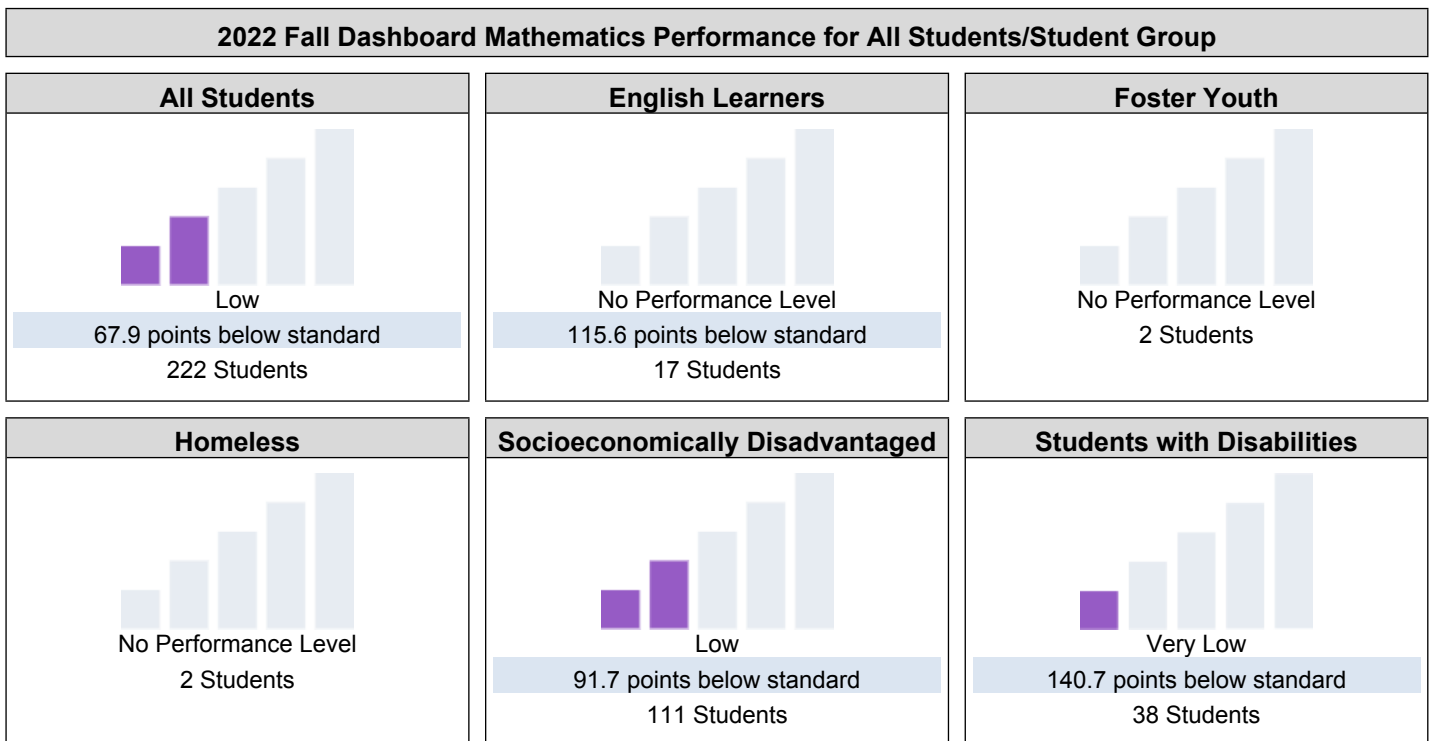
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

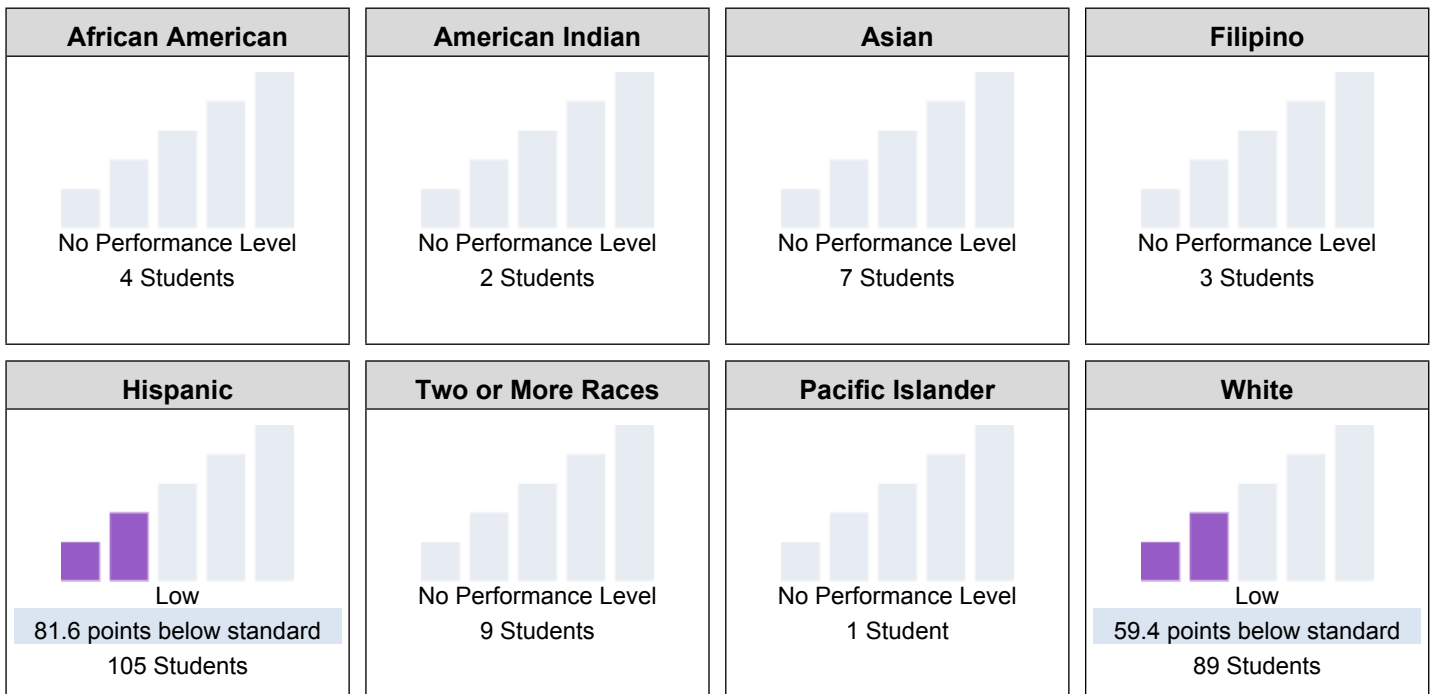


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">136.0 points below standard</p> <p>16 Students</p>	<p>2 Students</p>	<p style="background-color: #e0e0e0;">65.9 points below standard</p> <p>188 Students</p>

**Conclusions based on this data:**

1. All subgroups maintained or increased their performance, which indicates our programs are moving students forward towards the standard.
2. English Learners, SED, and SWD increased at a greater rate than all students, indicating our efforts to close the achievement gap are working.
3. Reclassified English Learners made the smallest gains, indicating a need to continue supporting English Learners after reclassification.

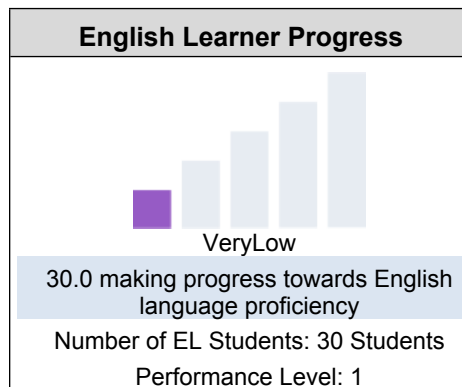
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
26.7%	43.3%	0.0%	30.0%

#### Conclusions based on this data:

1. More than half of our students are level 3 or 4, which shows students are moving through the performance levels adequately.
2. A small number are at the beginning level which closely matches the percent of students in TK/K/1.
3. All of the Level 4 students continue to be reclassified.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

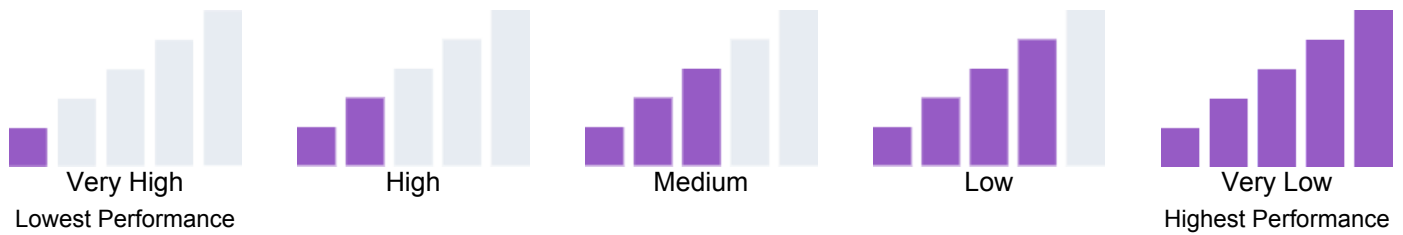
- 1.

# School and Student Performance Data

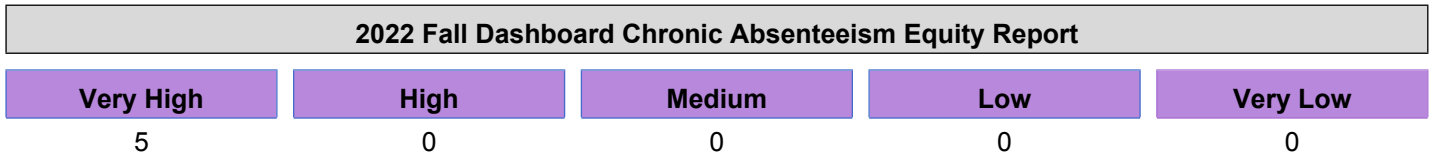
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

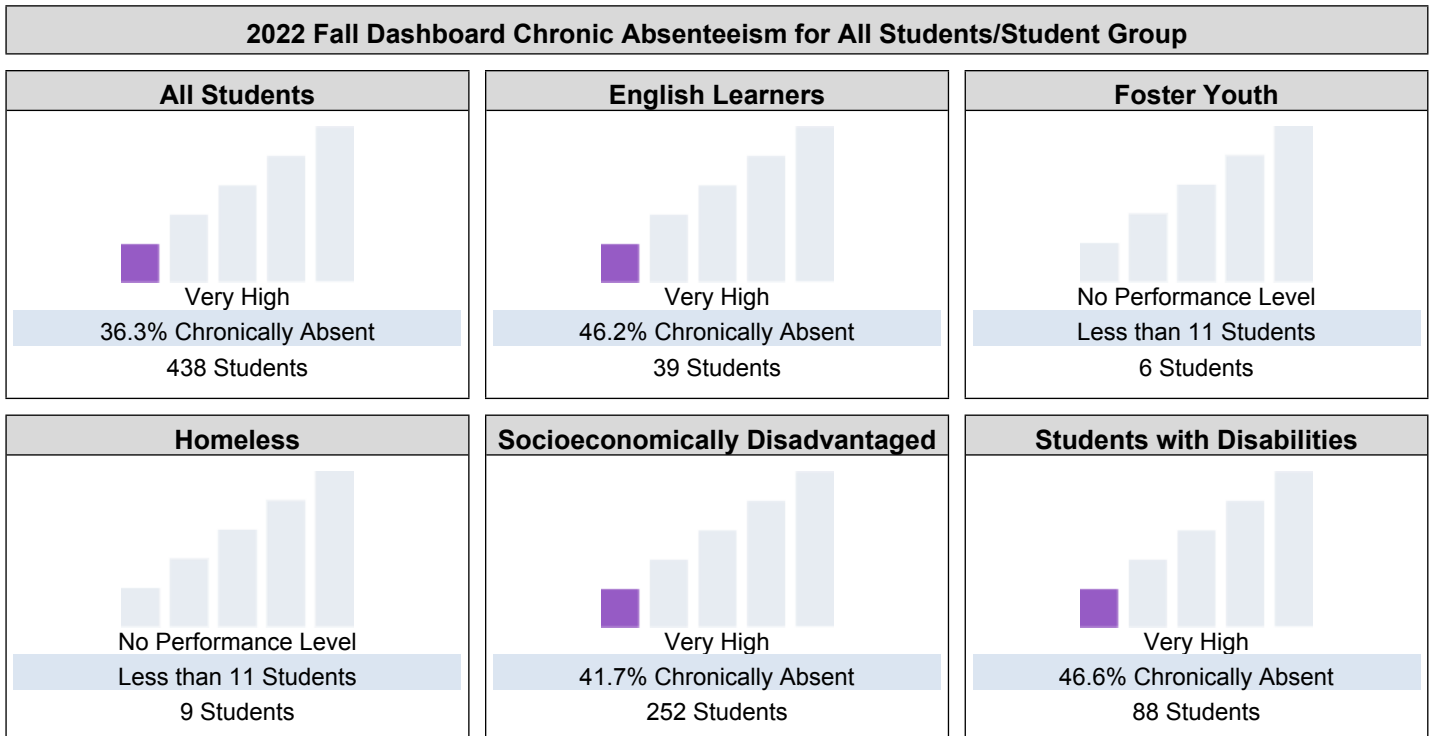
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



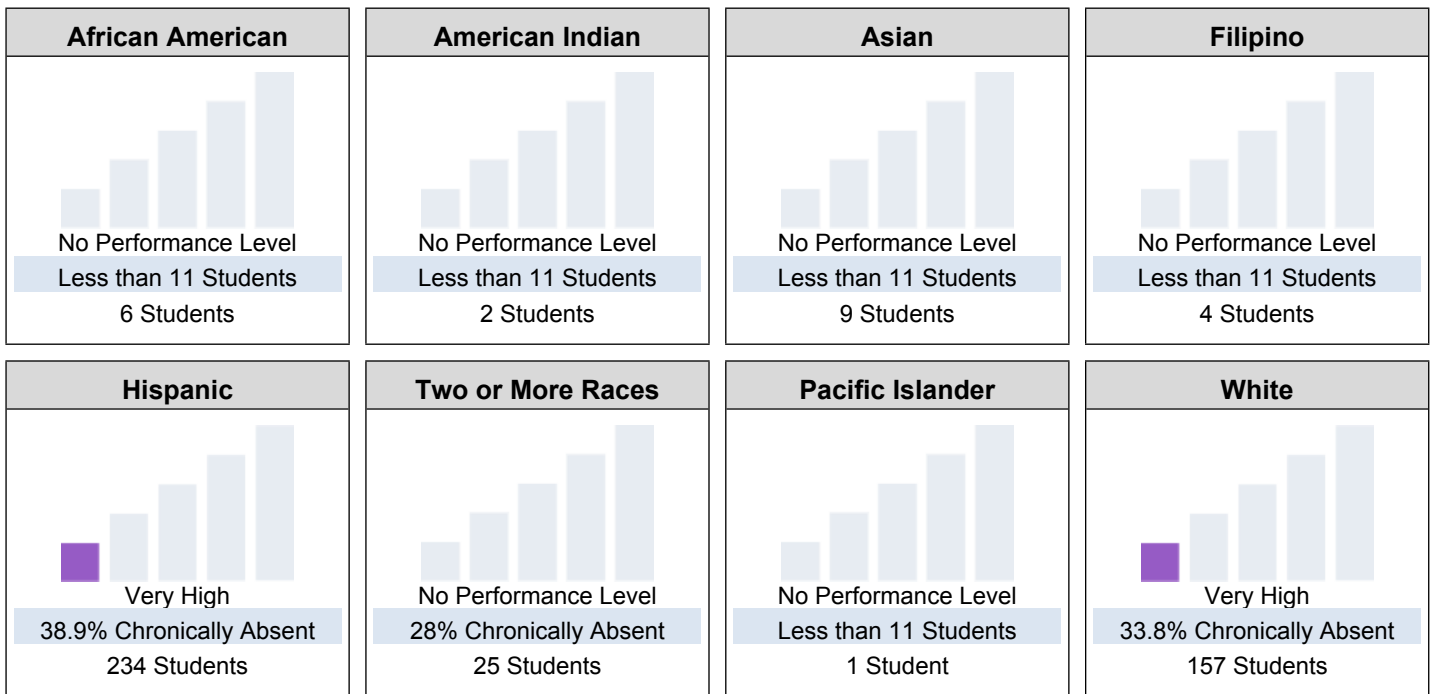
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. All of our subgroups maintained or increased their rate of chronic absenteeism. This is definitely an area of need.
2. We have increased outreach and home visits for our chronically absent students.
3. The principal and attendance clerk are meeting weekly to review students attendance and provide proactive outreach for students who are struggling with regular attendance to remove barriers.

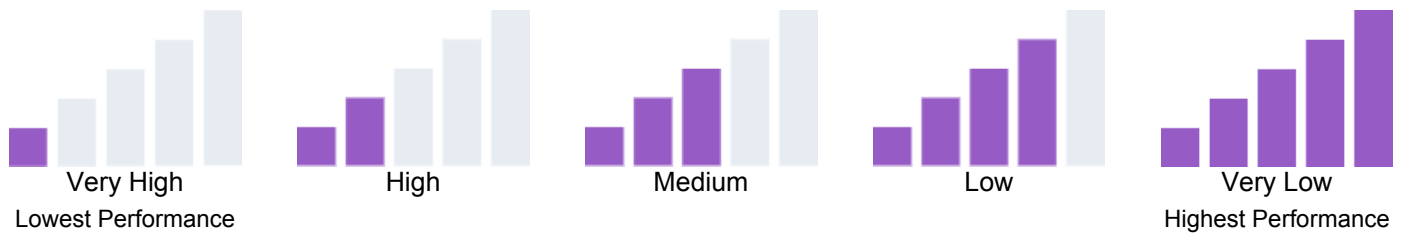


# School and Student Performance Data

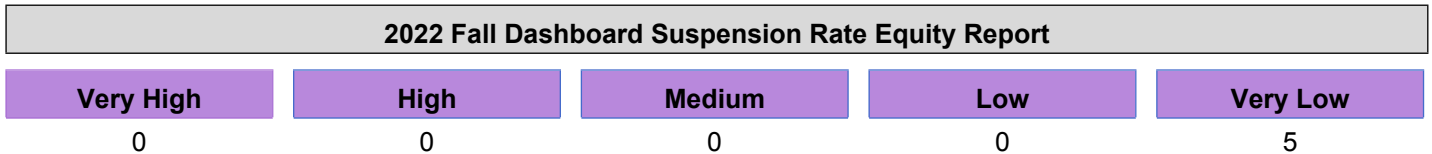
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

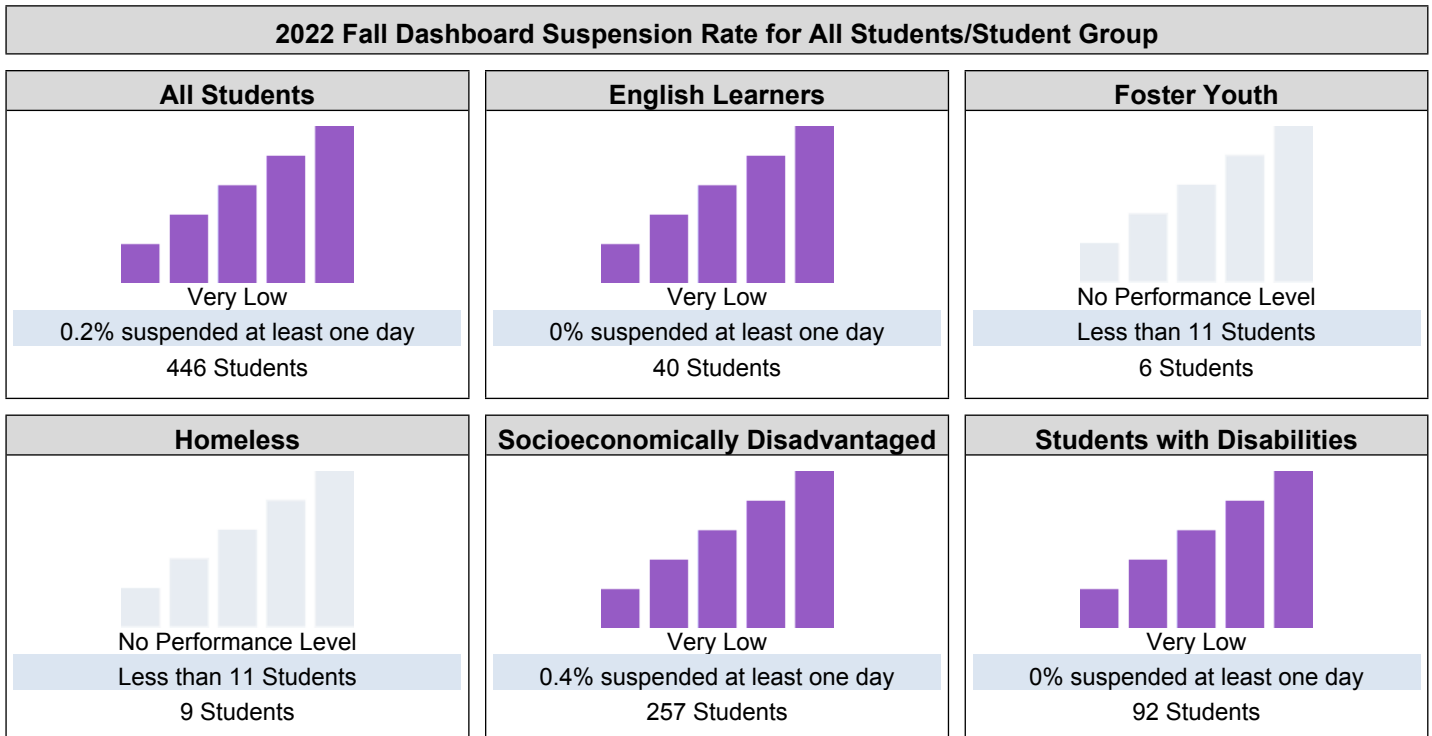
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



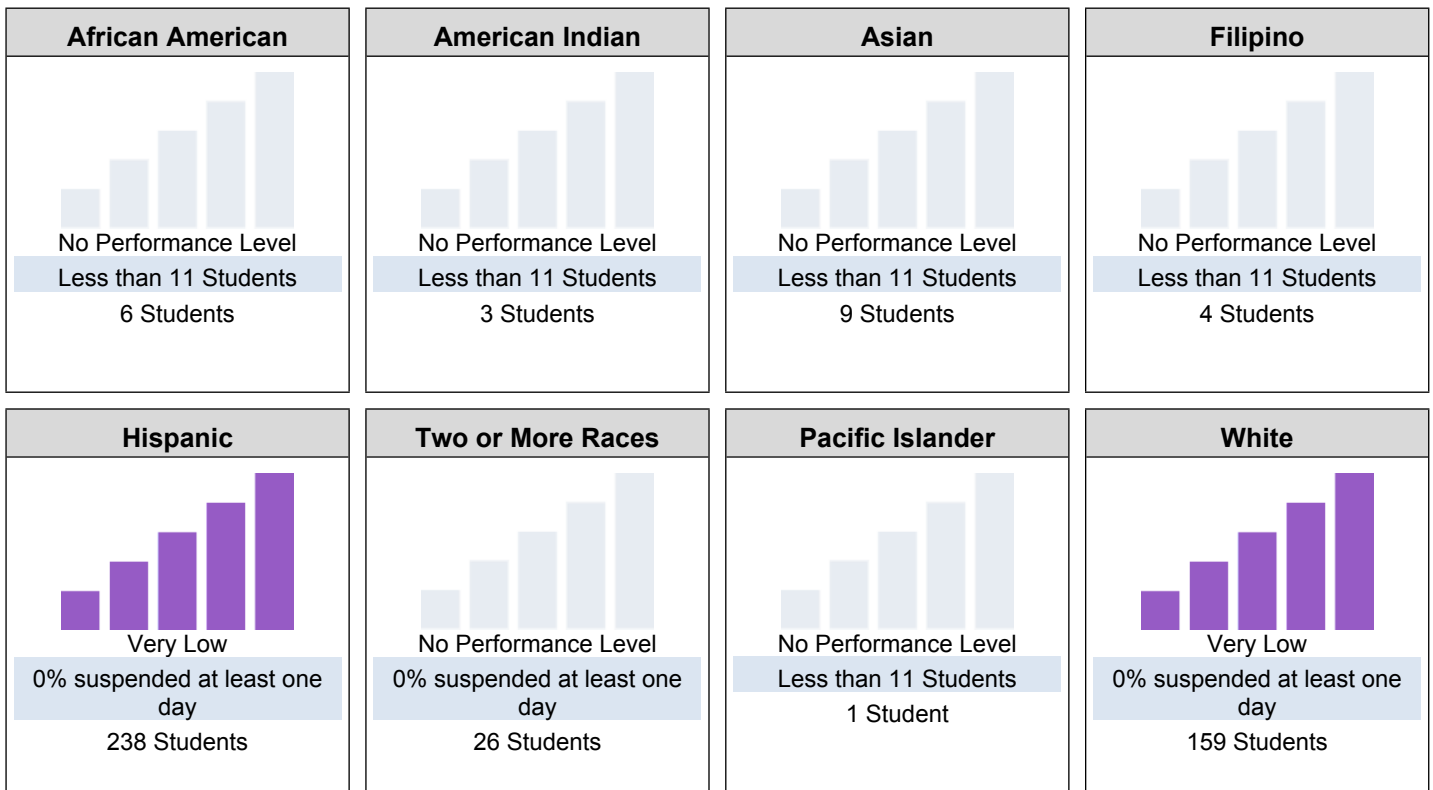
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Although suspension rates increased, they are still relatively low.
2. SWD increased the most, but that is still only representing one or two students.
3. Positive Behavior Intervention and Supports have decreased suspensions. In the 21-22 school year there was one suspension.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 1

During the 2022-2023 school year, the school will show a 5% average increase in the number of students meeting state benchmark on our NWEA testing from testing window 1 to testing window 3, with similar increases in all subgroups.

## Identified Need

Improvement in reading and math performance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math	44% were in the average or higher range Math Spring 2022	50% of students will be in the average or higher range Math Spring 2023
NWEA Reading	38% of students were in the average or higher range Reading Spring 2022	45% of students will be in the average or higher range Reading Spring 2023

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, however research shows that dedicated and integrated arts instruction supports second language learners, students with disabilities, and socially-economically disadvantaged students.

### Strategy/Activity

Provide dedicated and integrated art instruction weekly. Staff 4 hours weekly of animation instruction for electives grades 3-6.

### 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.

3800

Title I

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Provide incentives for students as they reach their reading goals in Accelerated Reading and sight word clubs, and math goals in iXL.

### 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.

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LCFF Supp/Con

## Strategy/Activity 3

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

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

all students

### Strategy/Activity

Grade level teams will administer common grade level assessments throughout the school year in both Math and ELA, and then meet together to review and discuss data to inform instructional decisions.

### 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.

## Strategy/Activity 4

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

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

all students

### Strategy/Activity

After school small group tutoring sessions will be offered focused on targeted interventions in math and ELA. Staff will be provided with an hourly rate of pay.

### 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.

10000

District Funded

### **Strategy/Activity 5**

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

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

All students

#### Strategy/Activity

The student study team will meet monthly to review student data and identify strategic support for students who are struggling to meet academic, social-emotional and/or behavioral goals. Substitutes will be provided for team members to be released from the classroom to attend meetings.

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

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

1000

LCFF Supp/Con

### **Strategy/Activity 6**

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

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

All Students

#### Strategy/Activity

Staff will be provided to complete materials purchase orders, process intervention time sheets, and arrange for trips.

#### **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.

17000

LCFF Supp/Con

### **Strategy/Activity 7**

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

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

All

#### Strategy/Activity

Materials will be purchased for arts electives and dedicated arts 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.

6005	Title I
3321	LCFF Supp/Con

**Strategy/Activity 8**

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

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

All

Strategy/Activity

Provide ongoing professional development related to effective instructional strategies and response to instruction to support increased achievement in math and ELA. Substitutes will be provided for professional development during the school day. Teachers attending professional development outside of the workday will receive an hourly rate of pay.

**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.

5827	Title I
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**Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Ensure that all students have access to needed technology hardware (iPads, Chromebooks, headphones) to access supplemental curriculum 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.

5000	Title I
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**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.

In the 21-22 school year, the strategies and activities were implemented as planned. Staff provided dedicated and integrated arts instruction each week, including music and animation. Primary grades (TK-2) had access to supplemental reading and math curriculum (Starfall). The site administered common grade level assessments focused in English Language arts are met together to review assessment results and discuss next steps for instruction. Math assessments were administered within the grade level teams and discussed during professional learning communities. Before and after school tutoring was implemented in the Spring, with targeted interventions provided in math, reading, and writing. Students were identified for tutoring based upon winter NWEA test scores, as well as teacher referrals. Student study teams met frequently to review student response to interventions and identify next steps for support. Staff was provided to process purchase orders, time sheets, and professional development opportunities for staff. Materials were purchased for arts electives and dedicated art instruction as planned. Student incentives were inventoried for accelerated reader and it was determined that additional supplies were not needed. Incentives were not provided for Lexia. Overall, student performance on the NWEA in both Math and Reading declined in the 21-22 school year from Fall to Spring when comparing to national norms of expected proficiency at each time of the year. 37% of students met their spring growth goal in Reading, while 30% met their growth goal in Math.

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

Tutoring for students was not implemented until the spring due to staff interest. Once interest was identified, students were offered opportunities to attend both before and after school. Additionally, inventory was completed on student incentives for accelerated reader and it was determined that additional incentives were not needed for purchase for the 21-22 school year based upon current supplies. Incentives were not provided for Lexia participation.

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 baseline of the goal has been adjusted to reflect the outcome of the Spring 2022 student performance in NWEA. The expected outcomes align with desired growth from Spring to Spring to ensure a more accurate measure of student performance from year-end to year-end. In addition, access to the supplemental reading and math program, Starfall, for primary grades, has been removed from the site plan as the program is now district funded. To additional strategies/activities have been added based upon analysis of student progress. Ongoing professional development for teaching staff has been added to goal one to ensure that all teaching staff is provided with opportunities related to effective instructional strategies and response to instruction to support increased achievement in math and ELA. Substitutes to release teachers to attend professional development during the instructional day will be provided, as well as an hourly rate of pay for any professional development opportunities outside of the contracted day. In addition, an additional strategy/activity was added to ensure that all students have access to needed technology hardware to access supplemental curriculum supports in math and ELA to provide needed remediation and/or enrichment to students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Promote positive, effective communication among our community, District, students, staff and stakeholders.

## Goal 2

Increase participation of all stakeholders in student learning activities such as individual student conferences, trimester open house/showcases, and other learning activities.

## Identified Need

More frequent communication with stakeholders

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent teacher conferences.	fall conferences attendance in 21-22 school year was 96%	Increase fall conference attendance to 100%
Attendance at Family Showcase	Baseline Needed for Family Showcase Attendance	Showcase attendance to 50% of families on average over 3 showcases.

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

The school will use various means to provide parents with timely information such as letters, flyers, handouts, phone calls, home visits, social media, and informational meetings.

### Proposed Expenditures for this Strategy/Activity

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

1000

LCFF Supp/Con

805

Title I Part A: Parent Involvement

## 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

Hold an annual family literacy night to educate families on literacy strategies they can use at home

### 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.

## Strategy/Activity 3

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

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

All students

### Strategy/Activity

Hold trimester showcases to share student work/achievements.

### 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.

## Strategy/Activity 4

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

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

All students, including English Learners

### Strategy/Activity

Provide evening parent workshops or other trainings around identified high need areas. Provide student supervision during event and translation services.

### 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.

5000

Title I

# 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.

In the 21-22 school year, most of the strategies and activities were implemented as planned. The school utilized a variety of strategies to increase communication with parents. The site administrative assistant attended a professional development training to learn the functionality of the school website, resulting in a more up-to-date school site with interactive calendar and new features to keep parents informed. In addition, in the spring a family newsletter and calendar was created to promote increased school to home communications. In planning for the upcoming school year, folders were purchased to promote increased home to school communication. A family literacy night was not held as planned, however a week long reading themed week was held that included a book fair and reading events. The week was held in conjunction with the school's winter showcase event. Trimester showcases were held (fall, winter and spring) to showcase student work and achievements in the area of visual and performing arts.

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

In the 21-22 school year, a staff member did not receive a stipend for managing social media communications. The principal updated the school Facebook page and work in partnership with the administrative assistant to update the site website. The school PTA also runs a Facebook and Instagram page by volunteer, so the additional stipend was not needed.

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 21-22 school year goal was developed with the intention of increases family attendance at parent conferences and school events. It was difficult to obtain data on attendance at school events, so there is no data to report on the effectiveness of the goal from last year. Moving into the 22-23 school year, school-wide sign-in sheets are being using to track specific family and student participation to identify which families are attending and how to better targeted outreach. In addition, an additional strategy/activity has been added to provide parent workshops and trainings around identified high areas of need and include student supervision and translation services.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 3

Develop Los Berros staff capacity to teach all subjects integrated with the arts, as well as to provide social emotional learning opportunities daily to all students.

## Identified Need

arts integration and social emotional learning ongoing training and support

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Art Integration Planning and Reflection Sheets	Teachers meet monthly for VAPA collaboration in which they plan and collaborate on arts integration. Baseline indicator needed for participation.	100% of teachers will participate in VAPA collaboration and submit arts integration planning and reflection sheets.
Arts Integration Observations	Teachers will teach arts integration in alignment with schedule Baseline indicator needed.	100% of teachers will teach arts integration lessons as measured by administrator observation notes
SEL Curriculum Implementation	67% of teachers implemented SEL curriculum, Second Step, in their classrooms weekly in alignment with pacing guide.	100% of teachers will implement SEL curriculum, Second Step in their classrooms weekly in alignment with pacing guide.

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

Provide ongoing professional development needed to fully implement SPSA goals, including opportunities related to arts instruction and integration, as well as effective practices related to 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.

5000

LCFF Supp/Con

### **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

Provide hourly pay for Leadership team members to have 2 summer planning meetings (end of year and beginning of year)

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

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

1000

LCFF Supp/Con

## **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.

In the 21-22 school year, the strategies and activities aligned with this goal were implemented as planned. Professional development opportunities were provided to staff aligned with arts integration and social emotional learning. In addition, the leadership team met to plan for the current and upcoming school year, including reviewing the school plan for integrated and dedicated arts, and reviewing additional opportunities for professional development.

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

All strategies and activities were implemented as planned.

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 metric/indicator selected for the 21-22 school year did not provide accurate data to identify staff capacity to teach integrated arts, as well as provide social emotional learning to students. The metric/indicator will be updated for the 22-23 school year to provide a more accurate representation of teacher capacity including monthly arts integration planning and reflection sheets from teacher VAPA collaboration meetings, arts integration observation notes, and SEL curriculum implementation data.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

## Goal 4

Through the use of Positive Behavioral Interventions and Supports (PBIS) strategies, increase students' safe and productive contribution to our learning environment as evidenced through a decrease in suspensions or other disciplinary actions.

## Identified Need

Focus on student safety during unstructured times

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	Suspension Rate in 2021-2022 was 1	3 or less suspensions in the 2022-2023 school year

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

The principal, administrative assistant and custodian will review the needed school maintenance.

### 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.

## 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

The principal, administrative assistant and custodian will review the events of the upcoming weeks to ensure that the school is equipped and ready for the event.

### **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.

### **Strategy/Activity 3**

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

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

All Students

#### Strategy/Activity

Provide for safety of staff and students. Update School Safety Plan/Safe School Plan by December. Staff, parents, community members, & safety officers will approve the plan.

### **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.

### **Strategy/Activity 4**

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

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

All Students

#### Strategy/Activity

Attend district safety meetings and implement procedures and safeguards as designed by 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.

### **Strategy/Activity 5**

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

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

All Students

#### Strategy/Activity

Staff will participate in regular PBIS trainings and collaboration. Substitutes will be provided for trainings during the day.

### 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.

1000

LCFF Supp/Con

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Directly teach and reinforce expected behaviors (PBIS) and reinforce behaviors with weekly prize drawings.

### 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.

1000

LCFF Supp/Con

### Strategy/Activity 7

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

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

All Students

#### Strategy/Activity

Provide additional supervision for students before, during and after school.

### Proposed Expenditures for this Strategy/Activity

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

3625

LCFF Supp/Con

## 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.

In the 2021-2022 school year, the strategies and activities were implemented as planned for this goal. The principal, administrative assistant, and custodian met regularly to review needed school maintenance, as well as upcoming events. Additionally, the school safety plan was reviewed, updated and approved as planned. Procedures and safeguards recommended by the district were implemented. The PBIS tier 1 team met monthly to support school wide prevention strategies and reinforce positive supports. The Tier 2 and 3 team met each week to provide more intensive supports for students struggling with behaviors. Weekly prize drawings were held to promote safe, respectful and responsible behaviors.

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

The strategies and activities were implemented as planned.

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.

In the 2021-2022 school year, the PBIS team collected data related to student behavior and safety. In addition the school safety team, leadership team, and school site council met regularly to discuss student safety and behavior. It was identified that additional supervision was needed to support unstructured time, included before and after school. An additional strategy/activity was added to the plan for the 22-23 school year to increase supervision for students before, during and after school.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

## Goal 5

Ensure that all EL students are making appropriate progress towards English Language proficiency by ensuring that at least 75% of Students designated as English Learners will increase their language proficiency 1 level from the prior year's overall level.

## Identified Need

designated and integrated ELD

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	current individual ELPAC scores of our English Learners.	75% of students will increase their ELPAC score by 1 level at next testing

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 learners

### Strategy/Activity

Provide dedicated ELD instruction daily in a pull out model by a credentialed ELD teacher. Provide daily integrated ELD in their regular classroom.

### Proposed Expenditures for this Strategy/Activity

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

21800

Title I

# 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.

In the 2021-2022 school year, the strategies and activities were implemented as planned for this goal. The dedicated instruction provided by the credentialed ELD teacher allowed for targeted, small group language instruction to meet the needs of our students. English learners made consistent progress. One student in fifth grade was reclassified, with 34% of students approaching proficiency with a score of 3.

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

The strategies and activities were implemented as planned.

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 above will continue as planned in the 22-23 school year.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,183.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	47432	0.00
LCFF Supp/Con	34946	0.00
Title I Part A: Parent Involvement	805	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	10,000.00
LCFF Supp/Con	34,946.00
Title I	47,432.00
Title I Part A: Parent Involvement	805.00

# 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
Megan Evans	Principal
Tracy Foust	Classroom Teacher
Carolyn Hay	Classroom Teacher
Brianna Montoya	Classroom Teacher
Jasmine Day-Riley	Other School Staff
Denise Anthony	Parent or Community Member
Zack Barker Sr.	Parent or Community Member
Davia McNamara	Parent or Community Member
Susana Diaz	Parent or Community Member
Michael Vanderlaan	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: Site Leadership Team

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 9/19/2022.

Attested:



Principal, Megan Evans on 9/19/2022

SSC Chairperson, Davia McNamara on 9/19/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

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