School Year: **2021-22**

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
Arroyo West Elementary School	56739400000000	November 18, 2021	December 14, 2021

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)

Title I Targeted Assistance School (TAS)

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.

MUSD Mission and Vision
Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments, and connecting with every student every day.

Arroyo West Active Learning Academy Mission and Vision
Arroyo West Active Learning Academy (AWALA) is committed to developing academic excellence through engaging and meaningful activities, which create innovative thinkers, creative problem solvers, and confident, life-long learners. We promote rigorous academic and social responsibility within a caring environment.

Arroyo West Active Learning Academy (AWALA) is dedicated to growing active thinkers, and lifelong readers and writers. With a school-wide literacy-based focus, AWALA is building an active learning environment that has high expectations for all in a caring and compassionate environment. Students learn through engaging and meaningful work that is differentiated to their individual needs, making learning accessible for all students. Our students study all content areas with a reading and writing focus, developing inquiry projects that bring writing and reading into Science, Math, and Social

Studies. Our school is committed to teaching the Common Core State Standards and is confident that students at AWALA are well prepared for the changes in expectations in the classroom.

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Comprehensive Needs Assessment Components

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

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

Parents and staff were invited to participate in a survey to solicit input for the 2021-22 School Plan for Student Achievement. Staff indicated that class size, interventions, and academic achievement, were their top priorities. Staff would also like to see additional counseling, mental health services, and professional development in technology.

The responses from the parent survey indicated that academic achievement, class size, school safety, and enrichment were top priorities. In the survey, parents asked for trainings in the area of college and career readiness and internet safety. Parents reported that their children also needed more training and protocols in the use of instructional technology. On the climate portion of the parent survey, 86.8% (agree or strongly agree) felt they were well-informed and communicated with about their child's progress, 89.8% (agree or strongly agree) felt they were listened to and welcomed when calling or visiting the school, 88% (agree or strongly agree) felt their child was connected to their school and teacher, 92.2% (agree or strongly agree) reported that their child feels safe at school, and 90.4% (agree or strongly agree) reported that the school facilities are clean and inviting.

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

Classroom observations are conducted regularly throughout the year. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with a variety of teachers to monitor the academic program and provide feedback to the teachers.

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 will collaborate, analyze and interpret data to modify instruction and improve all student achievement. The following assessment tools will be used including assessments in ELA and mathematics, math and ELA curriculum assessments, trimester report card grades, CAASPP ELA and math scores, ELPAC scores, reclassification rates, attendance rates, suspension rates, expulsion rates, percentage of parents/students reporting they feel well informed and communicated with regarding their child's progress, percentage of parents/students reporting their child feels safe at school, and percentage of parents/students reporting that school is clean and inviting. Formative assessments will provide input into refining instruction and programs for students' immediate needs while summative assessments will be used to analyze trends and patterns to improve programs.

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

Student academic progress is reviewed during grade level and staff meetings. Assessment results are used to modify instruction and create focus goals for ELA and math. PRIDE/SST meetings are conducted to review student data and then to implement improvement plans for Tier 1 and 2 interventions. These improvement plans will be tracked, monitored and reviewed at a future PRIDE/SST meeting.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered qualified to teach in the area assigned. This is monitored by the district's Personnel Services.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes district expectations and procedures, training on current curricular materials and programs as well as tips on classroom management. The district works with the Ventura County Office of Education to provide induction for new teachers. Professional development is offered when new materials are adopted. CHAMPS training is provided to new teachers. All teachers participate in the 3 days of professional developed offered by MUSD based on needs and district initiatives.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current California State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development is also offered on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Instructional and Support Services department includes directors, coordinators, and Teacher on Special Assignment (TOSA) who provide support for curriculum, instruction, English Learner services, mathematics, and special education and pupil services. District coordinator works directly with teachers to support instruction in math. A bilingual TOSA works directly with teachers to support multi-lingual instruction as well as integrated and designated ELD. Instructional and Support Services provide guidance on implementation of social emotional learning and wellness programs. Site Principals function as instructional leaders.

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

Arroyo West teachers will collaborate at least twice monthly, with a focus on increased student achievement. Discussion topics are based on data and on the focus areas of rigorous standards based instruction. Additionally, teachers will be given time to plan and analyze student data across subject areas for improved instruction.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current California State Standards. State adopted and board approved curricular materials support standards aligned instruction.

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

Instructional minutes are monitored by MUSD's Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials are provided for all students and are managed by each site. Previous quarterly Williams reports presented to MUSD's board of education indicated that all students have access to required materials. This will continue to be monitored and reported to the board quarterly.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are available to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Services that are provided include Tier I and Tier II interventions, provided by the classroom teacher and certificated intervention teachers. Designated ELD is provided by a credentialed teacher.

Evidence-based educational practices to raise student achievement

All students will receive instruction that is rigorous and aligned to the California State Standards in all subject areas. In addition, ELD standards will be embedded into the core curriculum to support integrated ELD and taught separately in designated ELD. Professional learning communities are in place to support student data analysis. Data-based intervention programs such as S.P.I.R.E. and SIPPS are implemented daily for students at-risk.

Parental Engagement

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

1. School Site Council (SSC)
2. English Learner Advisory Committee (ELAC)
3. Parent Compact
4. Parent and Family Engagement Policy
5. Parent Education
6. Parent Conferences
7. Meetings with Administration
8. PRIDE/SST/IEPs
9. PTA Activities
10. Title I Parent Meetings

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)

Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year. Principal holds three principal chats throughout the year. Title I Parent Meetings are held as well.

Funding

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

Title I funds at Arroyo West are utilized to fund professional development for Teacher College Reading and Writing workshop as well as credentialed intervention teachers. Additional LCFF funds support interventions and student engagement activities. Teacher collaboration hours and professional development are also covered by LCFF funds so that they can analyze student assessments in order to guide instruction.

Fiscal support (EPC)

The district receives categorical funding as well as Supplemental LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement. Title I school sites are allocated money based on the CDE rank and serve allocation tool. Arroyo West receives LCFF, Title I and Title II funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

English Learner Advisory Committee (ELAC):
This committee met on September 30, 2021 and November 4, 2021. Parents were invited to attend by email, phone call, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents. Input received on the September 30th and November 4th meetings were provided to the School Site Council (SSC) on October 14, 2021 and November 18, 2021.

School Site Council (SSC):
This committee met on October 14, 2021 to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the SPSA in-depth including analysis of 20-21 data and goals. The group discussed greatest strengths needs, and performance gaps. These performance gaps were then used as the basis for the new goals developed. Input was received from parents and staff in attendance. The second SSC meeting was held on November 18, 2021 where the SPSA was approved.

Parent Teacher Association General Membership (PTA):
The Parent Teacher Association General Association met on September 1 and November 4, 2021. Parents were invited to attend by email, personal phone call, and postings on campus. These meetings discussed the SPSA in-depth and received input from the parents in attendance.. Input from the November 4 meeting was provided to the SSC on November 18, 2021..

Parent Teacher Association Executive Board:
The PTA Executive Board met on September 9, October 7, and November 4, 2021. Parents were invited to attend by email, personal phone call, and postings on campus. These meetings discussed the SPSA in-depth and received input from the parents in attendance each evening. Input received on the September 9, October 7, and November 4 meetings were provided to the SSC on November 18, 2021.

Faculty Leadership Team:
The Site Leadership Team met August 31, 2021 and September 28, 2021. Input received on the August 31st and September 28th meetings was provided to the SSC on October 14 and November 18, 2021.

Faculty at Large:
The faculty met on August 19, September 21, October 12, and October 26, 2021. An analysis of 19-20 data and 20-21 data was conducted to drive goal development for this year's plan. Input received from the August 19, September 21, and October 12 meetings was provided to the SSC on October

14, 2021 and November 18, 2021. Input from October 26, 2021 was brought to the SSC on November 18, 2021.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.23%	0.23%	%	1	1	
African American	%	0.23%	0.2%		1	1
Asian	1.61%	0.91%	0.7%	7	4	3
Filipino	%	0.23%	1.2%		1	5
Hispanic/Latino	53.79%	55.68%	55.9%	234	245	231
Pacific Islander	%	0%	%		0	
White	40%	37.05%	38.0%	174	163	157
Multiple/No Response	4.37%	5.68%	3.9%	19	25	16
			Total Enrollment	435	440	413

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	95	73
Grade 1	69	68	72
Grade 2	71	70	63
Grade3	66	71	68
Grade 4	63	68	71
Grade 5	76	68	66
Total Enrollment	435	440	413

Conclusions based on this data:

1. Arroyo West like all other schools in Moorpark Unified School District is experiencing declining enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	93	100	77	21.4%	22.7%	18.6%
Fluent English Proficient (FEP)	25	28	26	5.7%	6.4%	6.3%
Reclassified Fluent English Proficient (RFEP)	14	10	12	15.7%	10.8%	12.0%

Conclusions based on this data:

1. Although Arroyo West is in declining enrollment, the population of English learners is fairly consistent.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	65	68	72	63	67	72	63	67	98.6	96.9	98.5
Grade 4	79	74	67	78	73	66	78	73	66	98.7	98.6	98.5
Grade 5	93	82	77	93	81	76	93	81	76	100	98.8	98.7
All	245	221	212	243	217	209	243	217	209	99.2	98.2	98.6

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2463.	2437.	34.72	41.27	26.87	29.17	26.98	26.87	20.83	17.46	23.88	15.28	14.29	22.39
Grade 4	2490.	2507.	2490.	38.46	41.10	28.79	17.95	26.03	33.33	19.23	15.07	15.15	24.36	17.81	22.73
Grade 5	2526.	2529.	2544.	29.03	29.63	38.16	35.48	29.63	28.95	18.28	24.69	21.05	17.20	16.05	11.84
All Grades	N/A	N/A	N/A	33.74	36.87	31.58	27.98	27.65	29.67	19.34	19.35	20.10	18.93	16.13	18.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	26.98	26.87	47.22	53.97	49.25	19.44	19.05	23.88
Grade 4	30.77	39.73	30.30	47.44	43.84	53.03	21.79	16.44	16.67
Grade 5	34.41	33.33	38.16	52.69	44.44	50.00	12.90	22.22	11.84
All Grades	32.92	33.64	32.06	49.38	47.00	50.72	17.70	19.35	17.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.72	42.86	23.88	50.00	39.68	47.76	15.28	17.46	28.36
Grade 4	26.92	41.10	33.33	53.85	38.36	48.48	19.23	20.55	18.18
Grade 5	35.48	35.80	34.21	45.16	40.74	53.95	19.35	23.46	11.84
All Grades	32.51	39.63	30.62	49.38	39.63	50.24	18.11	20.74	19.14

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	25.00	28.57	17.91	62.50	61.90	79.10	12.50	9.52	2.99
Grade 4	29.49	17.81	15.15	51.28	75.34	78.79	19.23	6.85	6.06
Grade 5	27.96	22.22	31.58	60.22	59.26	60.53	11.83	18.52	7.89
All Grades	27.57	22.58	22.01	58.02	65.44	72.25	14.40	11.98	5.74

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.56	49.21	26.87	56.94	41.27	55.22	12.50	9.52	17.91
Grade 4	37.18	34.25	31.82	50.00	57.53	51.52	12.82	8.22	16.67
Grade 5	41.94	34.57	44.74	45.16	54.32	42.11	12.90	11.11	13.16
All Grades	37.04	38.71	34.93	50.21	51.61	49.28	12.76	9.68	15.79

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2021.   According to 2020-21 CAASPP ELA testing results, 49.3% of Grade 3 students met or exceeded standard.

2. According to 2020-21 CAASPP ELA testing results, 37.3% of Grade 4 students met or exceeded standard.

3. According to 2020-21 CAASPP ELA testing results, 53.2% of Grade 5 students met or exceeded standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	65	68	71	63	67	71	63	67	97.3	96.9	98.5
Grade 4	79	74	66	78	73	66	78	73	66	98.7	98.6	100
Grade 5	93	82	77	93	81	77	93	81	77	100	98.8	100
All Grades	245	221	211	242	217	210	242	217	210	98.8	98.2	99.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2483.	2454.	2444.	43.66	26.98	19.40	29.58	34.92	35.82	18.31	23.81	25.37	8.45	14.29	19.40
Grade 4	2489.	2496.	2473.	24.36	24.66	15.15	29.49	35.62	33.33	33.33	26.03	27.27	12.82	13.70	24.24
Grade 5	2486.	2512.	2531.	11.83	24.69	33.77	21.51	11.11	16.88	39.78	40.74	28.57	26.88	23.46	20.78
All Grades	N/A	N/A	N/A	25.21	25.35	23.33	26.45	26.27	28.10	31.40	30.88	27.14	16.94	17.51	21.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.93	34.92	32.84	32.39	44.44	43.28	12.68	20.63	23.88
Grade 4	33.33	34.25	22.73	42.31	39.73	45.45	24.36	26.03	31.82
Grade 5	16.13	24.69	37.66	32.26	35.80	35.06	51.61	39.51	27.27
All Grades	33.06	30.88	31.43	35.54	39.63	40.95	31.40	29.49	27.62

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.70	42.86	35.82	39.44	42.86	38.81	9.86	14.29	25.37
Grade 4	23.08	34.25	19.70	52.56	47.95	56.06	24.36	17.81	24.24
Grade 5	16.13	23.46	31.17	50.54	50.62	45.45	33.33	25.93	23.38
All Grades	28.51	32.72	29.05	47.93	47.47	46.67	23.55	19.82	24.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	47.89	41.27	37.31	47.89	44.44	38.81	4.23	14.29	23.88
Grade 4	33.33	41.10	28.79	50.00	43.84	48.48	16.67	15.07	22.73
Grade 5	13.98	23.46	32.47	56.99	49.38	44.16	29.03	27.16	23.38
All Grades	30.17	34.56	32.86	52.07	46.08	43.81	17.77	19.35	23.33

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2021.   According to 2020-21 CAASPP math testing results, 59.1% of Grade 3 students met or exceeded standard.

2. According to 2020-21 CAASPP math testing results, 39.4% of Grade 4 students met or exceeded standard.

3. According to 2020-21 CAASPP math testing results, 38.7% of Grade 5 students met or exceeded standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1420.7	1428.3	1425.5	1436.4	1409.8	1409.2	13	18
Grade 1	1461.7	1463.0	1462.1	1466.6	1460.6	1459.0	15	13
Grade 2	1498.1	1485.5	1517.2	1503.6	1478.4	1467.0	20	15
Grade 3	1497.6	1498.8	1498.6	1496.6	1495.9	1500.7	12	23
Grade 4	1513.0	1504.9	1513.2	1499.6	1512.3	1509.8	11	14
Grade 5	*	*	*	*	*	*	*	7
All Grades							76	90

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	5.56	*	44.44	*	50.00	*	0.00	13	18
1	*	0.00	*	53.85	*	46.15		0.00	15	13
2	55.00	13.33	*	53.33		26.67		6.67	20	15
3	*	21.74	*	43.48	*	26.09	*	8.70	12	23
4	*	35.71	*	35.71	*	14.29		14.29	11	14
5	*	*	*	*		*	*	*	*	*
All Grades	32.89	14.44	48.68	48.89	*	30.00	*	6.67	76	90

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	11.11	*	50.00	*	38.89	*	0.00	13	18
1	*	23.08	*	46.15	*	30.77		0.00	15	13
2	90.00	26.67	*	60.00		6.67		6.67	20	15
3	*	34.78	*	43.48	*	13.04		8.70	12	23
4	*	42.86	*	28.57	*	14.29		14.29	11	14
5	*	*	*	*		*	*	*	*	*
All Grades	56.58	30.00	28.95	44.44	*	18.89	*	6.67	76	90

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	50.00	*	44.44	*	5.56	13	18
1	*	0.00	*	38.46	*	53.85	*	7.69	15	13
2	*	6.67	*	26.67	*	53.33	*	13.33	20	15
3	*	13.04	*	39.13	*	39.13	*	8.70	12	23
4		14.29	*	28.57	*	35.71	*	21.43	11	14
5		*	*	*		*	*	*	*	*
All Grades	18.42	6.67	35.53	35.56	34.21	46.67	*	11.11	76	90

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.22	*	77.78	*	0.00	13	18
1	73.33	46.15	*	53.85		0.00	15	13
2	85.00	13.33	*	86.67		0.00	20	15
3	*	21.74	*	69.57		8.70	12	23
4	*	21.43	*	71.43		7.14	11	14
5	*	*	*	*	*	*	*	*
All Grades	60.53	23.33	35.53	72.22	*	4.44	76	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.22	*	72.22	*	5.56	13	18
1	*	7.69	*	76.92		15.38	15	13
2	95.00	26.67	*	66.67		6.67	20	15
3	*	39.13	*	52.17	*	8.70	12	23
4	*	64.29	*	21.43		14.29	11	14
All Grades	61.84	35.56	30.26	54.44	*	10.00	76	90

	Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	0.00	*	100.00	*	0.00	13	18
1	*	30.77	*	69.23	*	0.00	15	13
2	*	0.00	*	86.67	*	13.33	20	15
3		13.04	*	69.57	*	17.39	12	23
4	*	7.14	*	64.29	*	28.57	11	14
All Grades	23.68	8.89	51.32	77.78	25.00	13.33	76	90

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	55.56	*	33.33	*	11.11	13	18
1	*	0.00	*	92.31	*	7.69	15	13
2	*	6.67	75.00	80.00		13.33	20	15
3	*	26.09	*	69.57	*	4.35	12	23
4	*	21.43	*	64.29		14.29	11	14
5	*	*	*	*	*	*	*	*
All Grades	35.53	25.56	56.58	64.44	*	10.00	76	90

Conclusions based on this data:

1. According to 2020-21 ELPAC testing, of the TK/Kindergarteners tested (12 students) 16% were at Level 1, 33% at Level 2, 50% at Level 3, and 0% at Level 4. For first grade (12 students), 41% were at Level 1, 33% at Level 2, 8% at Level 3, and 16% at Level 4. For second grade (15 students), 0% were at Level 1, 60% at Level 2, 40% at Level 3, and 0% at Level 4. For third grade (12 students), 0% were at Level 1, 66% at Level 2, 25% at Level 3, and 8% at Level 4. For fourth grade (14 students), 14% were at Level 1, 21% at Level 2, 50% at Level 3, and 14% at Level 4. For fifth grade (9 students), 0% were at Level 1, 22% at Level 2, 66% at Level 3, and 11% at Level 4.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
440	**42.7**	**22.7**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	100	22.7
Homeless	2	0.5
Socioeconomically Disadvantaged	188	42.7
Students with Disabilities	48	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	4	0.9
Filipino	1	0.2
Hispanic	245	55.7
Two or More Races	25	5.7
White	163	37.0

Conclusions based on this data:

1. The demographics at Arroyo West are shifting slightly while the school is in declining enrollment the percentage of Low-Income and English learner student percentage is fairly consistent.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. The indicators were not updated for 2020 dashboard due to the suspension of CAASPP testing for the 2019-2020 school year. The 2021 dashboard will not be released until late fall this year.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
23 points above standard	30.7 points below standard	0 Students
Declined -9.8 points	Declined Significantly -21.2 points	
201	53	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	16.5 points below standard	63.8 points below standard
	Maintained -1.7 points	Declined -14.3 points
	86	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	60.4 points above standard
Declined -4.7 points			Declined -12.2 points
	10		
101			86

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
42.2 points below standard	6.3 points below standard	40.4 points above standard
Declined Significantly -15.7 points	Declined -12.1 points	Declined -5.5 points
36	17	143

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2021.   In 2020-21 Grade 3, All students 4 points below standard, English Learners 58 points below standard, Hispanic students 33 points below standard, and White students 19 points above standard. Compared to 18-19 data, 3rd grade students fell 9 points.

2. In 2020-21 Grade 4, All students 21 points below standard, English Learners 81 points below standard, RFEP students 53 points below standard, Hispanic students 42 points below standard, and White students 20 points above standard. Compared to 18-19 data, 4th grade students fell 38 points.

3. In 2020-21 Grade 5, All students 4 points above standard, English Learners 50 points below standard, RFEP students 25 points below standard, Hispanic students 23 points below standard, and White students 34 points above standard. Compared to 18-19 data, 5th grade students fell 38 points.
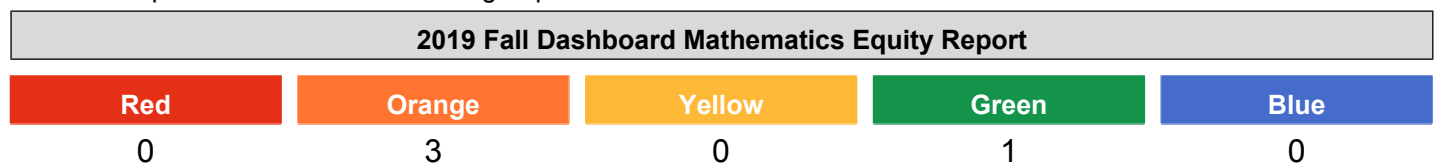
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	
2.1 points above standard	43.2 points below standard	
Declined -3.5 points	Declined -12.6 points	
199	53	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	33.5 points below standard	81 points below standard
	Maintained +0.3 points	Declined Significantly -21.7 points
	85	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	

Hispanic	Two or More Races	Pacific Islander	White
Orange 25.5 points below standard Maintained ++0.6 points 100	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		Green 33.8 points above standard Declined -7 points 86

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.5 points below standard	33.9 points below standard	17.5 points above standard
Declined -12.8 points	Declined -7 points	Maintained ++1.8 points
36	17	141

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2021.   In 2020-21 Grade 3, All students 3 points below standard, English Learners 54 points below standard, Hispanic students 21 points below standard, and White students 12 points above standard. Compared to 18-19 data, 3rd grade students fell 11 points.

2. In 2020-21 Grade 4, All students 29 points below standard, English Learners 103 points below standard, RFEP students 23 points below standard, Hispanic students 55 points below standard, and White students 88 points above standard. Compared to 18-19 data, 4th grade students fell 18 points

3. In 2020-21 Grade 5, All students 37 points below standard, English Learners 97 points below standard, RFEP students 60 points below standard, Hispanic students 72 points below standard, and White students 9 points above standard. Compared to 18-19 data, 5th grade students fell 41 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.3 making progress towards English language proficiency
Number of EL Students: 67
Performance Level: Medium
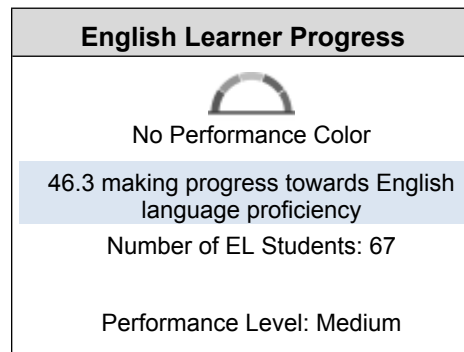
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
11.9	41.7	8.9	37.3

Conclusions based on this data:

1. ELPAC scores have not been released for the CA Dashboard yet. They will be released late fall 2021.

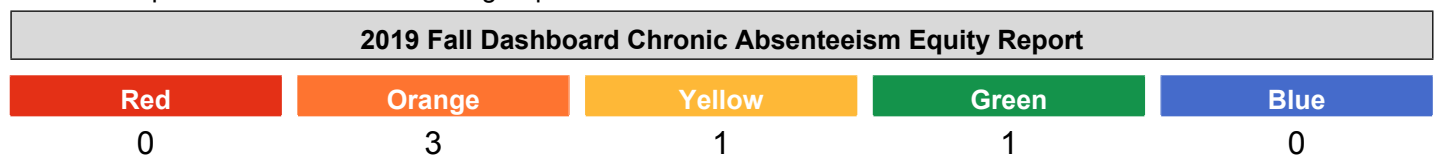# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
8.4	8	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +3.6	0
453	100	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	12.4	7.7
3	Increased +0.9	Declined -3.1
	193	52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1	7	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
8.9	5.3	Less than 11 Students - Data Not Displayed for Privacy	7.9
Maintained -0.1	Maintained +0.3		Increased +1.3
		0	
248	19		177

Conclusions based on this data:

1. The 2021 CA Dashboard has not been released yet. It will be released late fall.

2. Due to the significant difference in the learning models in the 2020-21 school year (i.e. reduced instructional models, smaller class sizes, and students on distance learning vs. in-person learning) coupled with the allowance of calculating attendance based on work completion, it would not be appropriate to compare attendance rates to the previous year, 2019-2020
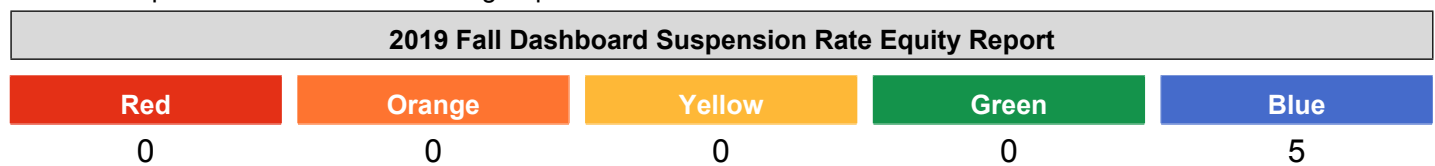
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
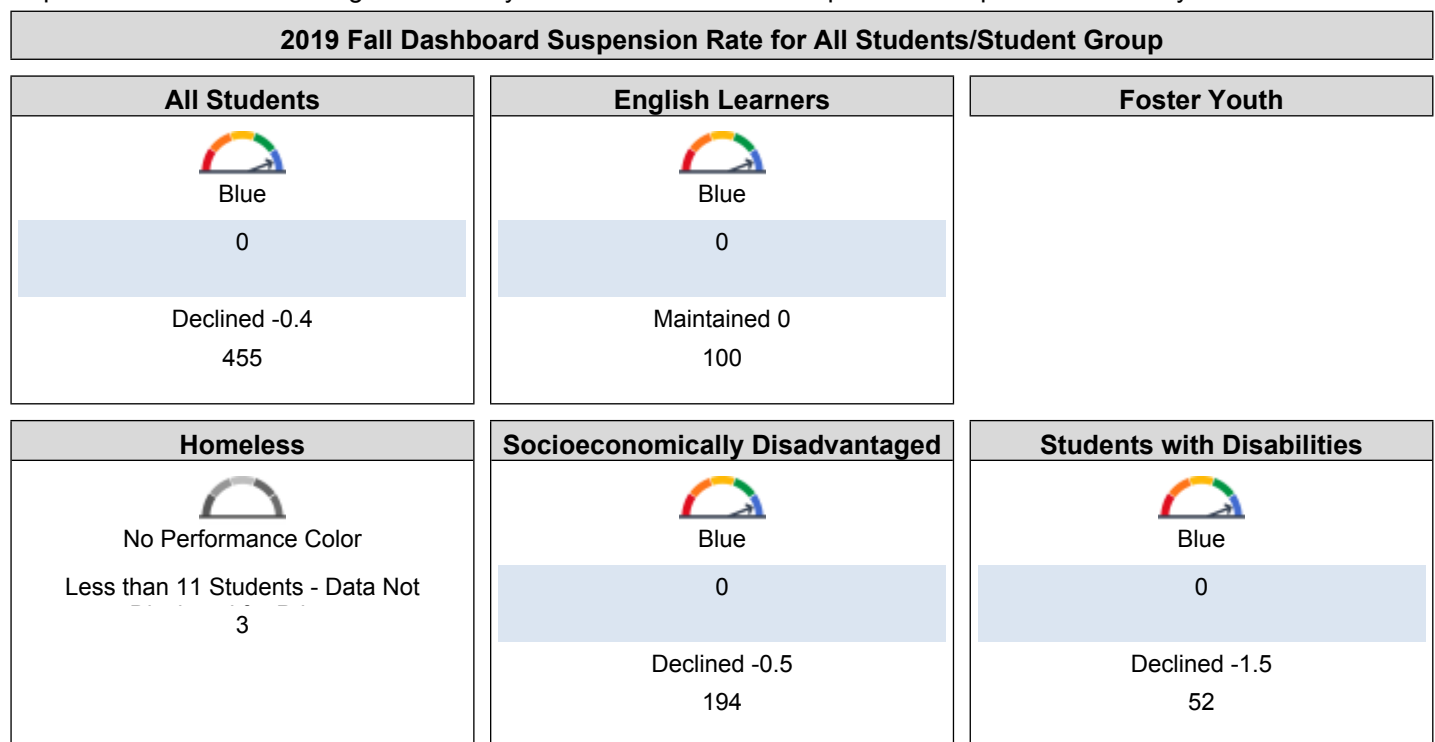
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
0	0	
Declined -0.4	Maintained 0	
455	100	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0	0
3	Declined -0.5	Declined -1.5
	194	52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Priv 1	Less than 11 Students - Data Not Displayed for Priv 1	Less than 11 Students - Data Not Displayed for Priv 7	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
0	0		0
Declined -0.4	Maintained 0		Declined -0.5
249	20		177

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0

Conclusions based on this data:

1. Arroyo West continues to have a very low level of student suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

Increase academic achievement for all students so they are career/college ready upon graduation.

Goal 1

Increase academic achievement so that all students are career/college ready upon graduation.

Identified Need

We did not achieve our expected outcomes for Goal 1, 2021. CAASPP data indicated that the percentage of students who met or exceeded standards in ELA was below the district percentages in all areas and student groups except English Learners and Reclassified English Learners in ELA. . CAASPP data indicated that the percentage of students who met or exceeded standards in Math was above the district percentages in all grade levels except grade 4 and in all populations. However, when comparing our own subgroups, the 2021 CAASPP data indicated that English Learner, SpEd, and Economically Disadvantaged student groups were significantly lower than all students. It should be noted that RFEP students' performance in ELA and math were only slightly lower to the all students group. The academic achievement of unduplicated student groups continues to be an area of concern and therefore will remain a focus for the 2021-22 school year. In addition, only six English learners are eligible for reclassification based on 2020 ELPAC data combined with 2021 SBAC data (grades 4 and 5).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2020-21 Data Source: CA School Dashboard All Students: TBD when 2021 CA School Dashboard is Released 3rd Grade Students: 4 points below standard 4th Grade Students: 21 points below standard 5th Grade Students: 4 points above standard English Learners: TBD when 2021 CA School Dashboard is Released	Year: 2021-22 Data Source: CA School Dashboard All Students: TBD when 2021 CA School Dashboard is Released 3rd Grade Students: 2 points below standard 4th Grade Students: 19 points below standard 5th Grade Students: 6 points above standard English Learners: TBD when 2021 CA School Dashboard is Released

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low-Income Students: TBD when 2021 CA School Dashboard is Released Students with Disabilities: TBD when 2021 CA School Dashboard is Released	Low-Income Students: TBD when 2021 CA School Dashboard is Released Students with Disabilities: TBD when 2021 CA School Dashboard is Released
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2020-21 Data Source: CA School Dashboard All Students: TBD when 2021 CA School Dashboard is Released 3rd Grade Students: 3 points below standard 4th Grade Students: 29 points below standard 5th Grade Students: 37 points above standard English Learners: TBD when 2021 CA School Dashboard is Released Low-Income Students: TBD when 2021 CA School Dashboard is Released Students with Disabilities: TBD when 2021 CA School Dashboard is Released	Year: 2021-22 Data Source: CA School Dashboard All Students: TBD when 2021 CA School Dashboard is Released 3rd Grade Students: 1 points below standard 4th Grade Students: 27 points below standard 5th Grade Students: 35 points above standard English Learners: TBD when 2021 CA School Dashboard is Released Low-Income Students: TBD when 2021 CA School Dashboard is Released Students with Disabilities: TBD when 2021 CA School Dashboard is Released
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	Year: 2020-21 Data Source: Tri 2 Report Cards All Students: 58% English Learners: 16% Low-Income Students: 35% Students with Disabilities: 21% 1st Grade: 66% 2nd Grade: 65% 3rd Grade: 57% 4th Grade: 48% 5th Grade: 52%	Year: 2021-22 Data Source: Tri 3 Report Cards All Students: 60% English Learners: 18% Low-Income Students: 37% Students with Disabilities: 23% 1st Grade: 68% 2nd Grade: 68% 3rd Grade: 66% 4th Grade: 60% 5th Grade: 50%
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	Year: 2020-21 Data Source: Tri 3 Report Cards All Students: 64% English Learners: 26% Low-Income Students: 44%	Year: 2021-22 Data Source: Tri 3 Report Cards All Students: 66% English Learners: 28% Low-Income Students: 46%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 38% 1st Grade: 86% 2nd Grade: 51% 3rd Grade: 78% 4th Grade: 46% 5th Grade: 57%	Students with Disabilities: 40% 1st Grade: 86% 2nd Grade: 86% 3rd Grade: 65% 4th Grade: 50% 5th Grade: 51%
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2020-21 Data Source: CA School Dashboard Making Progress Towards English Language Proficiency xx% TBD when 2021 CA School Dashboard is Released	Year: 2021-22 Data Source: CA School Dashboard Making Progress Towards English Language Proficiency xx% TBD when 2021 CA School Dashboard is Released
Reclassification Rate	Year: 2020-21 Data Source: Data Quest 12%	Year: 2021-22 Data Source: Data Quest 10% or Greater

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)

At Risk Students

Strategy/Activity

Academic Intervention (LCAP 1.1) Targeted Learning Time provides students reading interventions, grade level reading skills, and enrichment 4x a week for an hour per grade level. TK-5 students are served in homogeneous groups by grade level according to their individual needs in language arts: reading intervention, ELD, or enrichment. These are fluid groups: students are moved among the groups as they progress. Classroom teachers and the principal use student achievement data from state testing, classroom and grade level common assessments to group students by common learning needs. Student data from standards-aligned assessments is continually reviewed during weekly PLC meetings giving teachers information to drive their instruction and to move students between groups as needed.

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

Amount(s)	Source(s)
11400	LCFF - Supplemental

29750	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Student Academic Monitoring (LCAP 1.5) PRIDE team meets monthly to monitor progress of at risk students, come up with an intervention plan, and provide teachers with necessary supports to help the student. We have selected research-based intervention programs to use at each level. First, students are provided preventative interventions at the classroom level. Next, if students are not making the expected progress then targeted small group instruction is provided. Some students receive individualized instruction in reading on the computer program Moby Max. Students who have already mastered grade level standards are provided enrichment and opportunities to extend or accelerate learning. High ability students have project based activities to expand their learning.

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

Amount(s)	Source(s)
2000	LCFF - Supplemental

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and At Risk Students

Strategy/Activity

Provide district bilingual TOSA (LCAP 1.10) to support instruction for English Learners, coaching and modeling for teachers for Tier 1 and 2 strategies, and to support parent and families.

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

Amount(s)	Source(s)
0	Title I

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

Broad Course of Instruction / School of Distinction (LCAP 1.13) All students including English Learners, Low-Income students, and students with disabilities are exposed to a broad course of instruction through school of distinction theme of readers and writers workshop. We will continue to implement Reading and Writing Workshop to focus on at-risk students, language acquisition, differentiation and UDL. We will work with a staff developer virtually and in person from Teachers College for 5 days of work with grades TK-2, 2 new teachers, and admin. Focus will be on the use of Phonics Instruction, UDL and intervention strategies for struggling Title I students. Money will also be spent on substitute costs to allow for teacher training and data analysis to support professional development and work with Teachers College.

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

Amount(s)	Source(s)
7000	Title II Part A: Improving Teacher Quality
8500	Title I
6000	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

Materials needed to support at risk students. We will use the iXL Subscription to provide for independent practice and support for students in Mathematics. In addition, materials and supplies to support classroom and school libraries will be utilized to support our Reading and Writing Workshop focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3600	LCFF - Supplemental
6282	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

First year for goal.

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

First year for goal.

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

First year for goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Goal 2

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Identified Need

While over 80% of parents reported that they felt well-informed and communicated with about their child's progress and 88% of parents reported that their child felt connected to their school and teacher as well as Arroyo West having very low suspension rates, Arroyo West is constantly striving to improve attendance and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Chronically Absent	Year: 2020-21 Data Source: CA School Dashboard TBD when 2021 CA School Dashboard is Released	Year: 2021-22 Data Source: CA School Dashboard TBD when 2021 CA School Dashboard is Released
Percentage of Students Suspended or Expelled One or More Times	Year: 2019-20 Data Source: Data Quest 0.2% Suspended 0% Expelled	Year: 2021-22 Data Source: Data Quest 1% or less Suspended 0% Expelled
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2020-21 Data Source: Parent Survey 86.8%	Year: 2021-22 Data Source: Parent Survey Maintain 80% or Higher
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2020-21 Data Source: Parent Survey 89.8%	Year: 2021-22 Data Source: Parent Survey Maintain 80% or Higher
Percentage of Parents that Reported that Their Child Felt Connected to School and Teacher	Year: 2020-21 Data Source: Parent Survey 88%	Year: 2021-22 Data Source: Parent Survey Maintain 80% or Higher

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

Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions. All new teachers will be trained on CHAMPS.

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

Amount(s)	Source(s)
0	District Funded

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

Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement.

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

Amount(s)	Source(s)
165	LCFF - Supplemental

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

Comprehensive Approach to Health and Wellness (LCAP 2.7) Additional counselor hours at the site and the implementation of the digital version of Second Step as a Tier I social emotional learning program.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth and Homeless Students

Strategy/Activity

Provide district Foster Youth Liaison and Homeless Liaison (LCAP 2.6) to support student needs.

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

Amount(s)	Source(s)
0	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Latino Literacy Project - This program will be used to provide literacy support for families and strategies to increase literacy amongst students. We will bring the English Learner community together to celebrate and learn strategies about academic success at Loteria, ELAC, and other events for the families of English Learners.

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

Amount(s)   Source(s)

3038	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

First year for goal.

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

First year for goal.

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

First year for goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Maintaining 21st Century Learning Environments

LEA/LCAP Goal

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

Goal 3

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

Identified Need

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2020-21 Data Source: Parent Survey 92.2%	Year: 2021-22 Data Source: Parent Survey Maintain 80% or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2020-21 Data Source: Parent Survey 90.4%	Year: 2021-22 Data Source: Parent Survey Maintain 80% or Higher

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

Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

| 0 |

Source(s)

| District Funded |

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

Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted, curriculum to ensure each student has appropriate access to instructional materials.

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

Amount(s)

| 0 |

Source(s)

| District Funded |

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

Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.

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

Amount(s)

| 0 |

Source(s)

| District Funded |

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

Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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.

First year for goal.

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

First year for goal.

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

First year for goal.

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	$77,735.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$53,570.00
Title II Part A: Improving Teacher Quality	$7,000.00

Subtotal of additional federal funds included for this school: $60,570.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF - Supplemental	$17,165.00

Subtotal of state or local funds included for this school: $17,165.00

Total of federal, state, and/or local funds for this school: $77,735.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	98,000	44,430.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	17,165.00
Title I	53,570.00
Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	41,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF - Supplemental	5,765.00
	LCFF - Supplemental	11,400.00
	Title I	23,820.00
	Title I	29,750.00
	Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,532.00
Goal 2	3,203.00
Goal 3	0.00

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

0 Secondary Students

Name of Members	Role
Sally Wennes	Principal
Leanne Guy	Classroom Teacher
Natalie Harrison	Classroom Teacher
Jennifer Thrift	Classroom Teacher
Kristen Eastlick	Other School Staff
Karen Ellrott	Parent or Community Member
Georgia Karpodinis	Parent or Community Member
Melinda Mark	Parent or Community Member
Vanessa McAteer	Parent or Community Member
Susie Tabbara	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:

Principal, Sally Wennes on November 18, 2021
SSC Chairperson, on November 18, 2021

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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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