

School Year: **2023-24**

# 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
Central Elementary School	39-75499-6042832	April 25, 2023	May 9, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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.

Our plan has been developed with input from all appropriate stakeholders groups. The stakeholders involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the site Leadership Team, Instructional Leadership Team and all Central teachers. The site teachers all take a survey on needs and provided input and feedback on the plan. The development is based upon the needs and interests expressed by the stakeholders they represent and alignment to LCAP and Title 1 requirements.

# 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).

Stakeholders Survey for students, parents and teachers

Safety 2022-2023:

Parents

97.06% The buildings and grounds at this school are well maintained

94.64% My child is safe on school grounds before school

100% My child is safe on school grounds during the day

100% My child is safe on school grounds in the classroom

97.96% My child is safe on school grounds after school

91.04% The rules of this school are clearly communicated to parents

96.62% Total average score

Staff

97.30% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

97.30% My workplace is safe

94.59% The buildings and grounds at this school are well maintained

96.40% Total average score

Students

74.58% The buildings and grounds at this school are clean and well maintained

83.87% I feel safe while attending class

79.31% I feel safe from gang activity and gang violence at school

89.23% I know the school rules

81.97% Total average score

Safety summary: Total average score percentages are above 96.62 % for staff and parents. Average scores for students were lower so an individual site survey was done to dig into this a bit more. Students, parents and staff feel safe at Central School. A concern is the large drop in "The buildings and grounds at the school are well maintained". With staff and students these are the lowest scores of all. The concerns for the grounds have been expressed repeatedly to maintenance at the district.

Climate 2022-2023:

Parents

95.77% This school's staff motivates students to learn

97.10% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

97.06% The buildings and grounds at this school are clean and well maintained

96.88% This school communicates the importance of respecting all cultural beliefs and practices

96.77% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

95.56% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

93.33% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

97.01% The school staff responds to me in a timely manner

98.53% The school office staff is friendly and professional

96.60% Total average score

Staff

100% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

94.59% Members of the school/department collaborate to achieve our school goals

94.59% The buildings and grounds at this school are clean

97.30% This school/department communicates the importance of respecting all cultural beliefs and practices

100% I am treated with respect by my colleagues at work  
91.43% Staff members at this school are recognized appropriately for their efforts and accomplishments  
75.68% Our district ensures effective communication across the organization  
93.36% Total average score

#### Students

94.83% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.  
89.29% This school communicates the importance of respecting all cultural beliefs and practices  
94.74% My teachers recognize the good work I am doing and provide timely feedback  
90.16% This school motivates students to learn  
74.58% The buildings and grounds at this school are clean and well maintained  
89.06% I feel comfortable working with classmates and participating in class  
85.25% I feel safe, secure and supported at this school  
88.22% Total average score

Climate summary: Total average score percentages are above 93.33 % for staff and parents. Average scores for students were lower so an individual site survey was done to dig into this a bit more. Staff responses for the site were all above 91.43 %, yet the question on district communication was much lower (75.68%) than any others.

#### Staff Survey on Evaluation of 2022 - 2023 and Goals for 2023-2024 Top Priorities

##### Goal for 2020-2021:

88% - All students reading at or above grade level and developing a love of reading / PIR / Improve reading levels  
12% - Support for students to catch up  
24% - Planning time to integrate STEM, ELA and assessments  
4% - Mathematics  
( teachers could choose more than one item so totals are over 100%)

35% - ( as number 2) Support for students needing intervention (help with DL learning loss)  
24% - ( as number 2) Mathematics  
4% - ( as number 2) Implementation and understanding of STEM

##### Professional Development

47% - Planning days for STEM and RCD units  
41% (at second place) - ELA integration with STEM  
41% - Reading / Comprehension  
6% - STEM Lesson studies  
6% - Technology  
6% - Catch up for DL learning loss

##### Most important expenditures

70% - Planning time for teachers  
29% - Interventions  
12% - Paraprofessionals  
12% - Supplies for classrooms  
6% -Technology and tech programs

Staff overwhelmingly feel our goal of getting all students to read at or above grade level and develop a love of reading is our number one focus. They also feel they need support for students below level needing interventions to catch up.

## Classroom Observations

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

Teachers are observed for evaluations every two years, except those on the five year plan due to positive evaluations and longevity in the district. Non-tenured teachers are evaluated every year. The Principal does walk-throughs getting into many classrooms every month. Six times a year (three times each semester ) classrooms were also observed using

the ICLE rigor rubric by the Principal. Some teachers, with the ICLE site coach, were able to get into other teachers' classrooms using the rigor rubric and were having in depth discussions after each classroom. These classroom observations showed there are some excellent engagement strategies (partner talk, rigorous questioning, etc.) and standards based instruction in place in the classrooms.

## 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)

Central teachers use summative and formative data to improve and modify instruction to meet the needs of all our students, especially those who are low performing.

Central teachers also use STAR reading scores, district assessments and iRead scores to determine differentiated groups and student needs for reading.

Central teachers use district assessment data, San Diego Quick, BookNook, Fastbridge and common formative assessment data to look at trends during their grade level teams.

Central administration develops professional development based on many factors including state and district assessment scores. Our STEM RCD units integrate NGSS and ELA standards and have assessments for these state and national standards.

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

Teachers use STEM RCD units of study that are aligned to the state standards. Student assessment scores from STEM RCD units are discussed as a site and in grade level teams. Teachers also analyze student assessment data and common formative assessments in grade level teams and modify instruction based on this data. Teachers use many forms of checking for understanding during lessons to modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Central School has twenty teachers. In addition we have 0.5 FTE of a teacher librarian on a waiver with an emergency teacher librarian credential, a teacher intern and the 0.5 FTE Assistant Principal is on an administrative waiver. Central also has a 0.33 FTE of PE and 0.33 FTE of music.

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

All teaching staff have access to standards aligned materials.

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

Professional Development at Central School has focused on:

Literacy  
Technology  
Rigor, Relevance and Relationships  
Interactive Read Alouds  
STEM

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

Instructional assistance for teachers at Central School are:

ICLE Rigor, Relevance and Relationships coach  
Principal  
Mentors, partner teachers and colleagues  
Instructional Leadership Team

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

Teachers collaborate in grade level teams that meet at least once a week after school. Teams also collaborate by grade level at site staff meetings weekly and at district staff meetings.

## Teaching and Learning

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

Central teachers use our district STEM/ELA/ RCD units of study which are aligned to state standards. State adopted materials are used and supplemented with teacher materials.

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

All Central students receive the recommended instructional minutes for reading/language art and mathematics. All EL students receive 30 minutes of designated leveled instruction of ELD daily.

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

The core program with identified supporting materials are used.  
Interventions happen during the day in leveled rotations in all grade levels.  
All grade levels are on a rotation basis for before and after school math and ELA interventions with a paraprofessional trained in interventions.  
Based upon student need, and teacher availability, grade levels provide interventions before and after school.  
All K-2 students receive at least 20 minutes reading intervention daily on iRead.

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

All students have access to appropriate standards-based instructional materials.

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

All students have access to standards based instruction and curriculum materials, including intervention materials. K-2 students also use iRead daily. Corrective Reading is used daily for reading intervention for grades 3, 4, and 5. BookNook is also used for intervention.

## Opportunity and Equal Educational Access

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

Services provided by the regular program to help underperforming students:

- Reading small groups by teachers
- Math small group by teachers
- iRead
- Interventions after or before school by teachers
- Interventions after and before school by trained paraprofessional
- Paraprofessional support for reading
- Paraprofessional support for kindergarten
- Paraprofessional support for first grade
- Paraprofessional support for EL students
- Paraprofessional support for intervention
- Corrective Reading
- Interactive Read Alouds
- BookNook

### Evidence-based educational practices to raise student achievement

Educational-based practices:

- Teacher collaboration
- Formative assessments in STEM RCD units of study
- Rigor, Relevance and Relationships
- NGSS Sense Making Notebooks
- Corrective Reading
- Differentiated small student groupings working with teacher or staff

## Parental Engagement

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

Resources available to assist under-achieving students:

- VCC counseling
- Sow A Seed counseling
- Parent liaison
- Coats for Kids grant
- Boys and Girls Club
- Student supplies from Staples
- Grants written by Principal to provide books to build home libraries

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)

Teachers, parents and community members help with Central's plan for Title 1 programs. The School Site Council helps plan, evaluate and follow the continuous implementation of the plan throughout the school year. Teachers work together in meetings to evaluate and plan Title 1 programs. These programs are shared at Back to School events and in ELAC meetings.

## Funding

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

Categorically funded services to assist under-performing students:

- Paraprofessional to support EL students
- Paraprofessional to support reading
- Before and after school tutoring
- Paraprofessional to support first grade
- Paraprofessionals to support kindergartens
- EL before and after school classes
- AR/STAR
- Differentiated reading time
- Teacher professional development
- Teacher planning and integration time

Fiscal support (EPC)

Title 1 funds to the school site have increased for the 2023-2024 school year. The school also receives LCFF funding, targeted EL and targeted SES funding.

## **Educational Partner Involvement**

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

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

Central School's school plan has been developed with input from all appropriate stakeholders groups.

ELAC - September 27, 2022, November 29, 2022, February 28, 2023 and April 25, 2023

School Site Council - September 27, 2022, November 29, 2022, February 28, 2023 and April 25, 2023

School staff - Staff meetings August 2022, January 2023, March 2023

School staff - Team discussions and surveys on priorities, goals and expenditures February and March 2023

## **Resource Inequities**

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

In reviewing the California state data dashboard for Central School it was observed that EL, SED, and SWD students were "very low" in ELA and Math. In addition, chronic absenteeism was very high for all subgroups. All these groups ( except white and Hispanic) also were very high for suspension rates. White and Hispanic were high. Central School qualifies for ATSI in these areas under the new accountability system, with the Dashboard Indicator and subgroup data.

Needs as identified by data analysis needs assessment:

- Reading/ Literacy support
- Mathematics support
- EL support
- Behavior intervention
- SES assistance





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.43%	0.25%	1	2	1
African American	4.3%	3.67%	2.04%	19	17	8
Asian	7.9%	5.40%	5.85%	35	25	23
Filipino	1.4%	2.38%	1.78%	6	11	7
Hispanic/Latino	74.9%	76.46%	76.59%	332	354	301
Pacific Islander	0.7%	0.43%	1.27%	3	2	5
White	6.3%	7.34%	8.14%	28	34	32
Multiple/No Response	4.3%	3.89%	4.07%	19	18	16
<b>Total Enrollment</b>				443	463	393

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	78	65
Grade 1	76	81	67
Grade 2	74	78	68
Grade3	58	78	75
Grade 4	83	55	67
Grade 5	68	93	51
<b>Total Enrollment</b>	443	463	393

### Conclusions based on this data:

1. Central School's Hispanic/Latino subgroup is about 76.46%
2. Central School's subgroup numbers have stayed fairly consistent the past three years.
3. Enrollment at Central School has fluctuated a bit in the last three years. We added three new teachers for the 21-22 school year, then lost three teachers for the 22-23 school year as our enrollment is about 410.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	215	220	178	48.5%	47.5%	45.3%
Fluent English Proficient (FEP)	30	30	26	6.8%	6.5%	6.6%
Reclassified Fluent English Proficient (RFEP)	12			5.6%		

### Conclusions based on this data:

1. Although the number of Central School EL students increased slightly, the percentage of EL students has decreased slightly.
2. The number of Central School's EL students reclassified is 6.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	75		58	74		58	74		96.7	98.7	
Grade 4	86	58		85	54		85	54		98.8	93.1	
Grade 5	69	92		69	91		69	91		100.0	98.9	
All Grades	215	225		212	219		212	219		98.6	97.3	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2346.	2375.		6.90	9.46		10.34	16.22		20.69	28.38		62.07	45.95	
Grade 4	2415.	2383.		12.94	1.85		12.94	14.81		28.24	14.81		45.88	68.52	
Grade 5	2411.	2422.		5.80	9.89		11.59	12.09		13.04	17.58		69.57	60.44	
All Grades	N/A	N/A	N/A	8.96	7.76		11.79	14.16		21.23	20.55		58.02	57.53	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	6.90	4.05		41.38	64.86		51.72	31.08		
Grade 4	14.12	0.00		64.71	61.11		21.18	38.89		
Grade 5	7.25	9.89		44.93	36.26		47.83	53.85		
All Grades	9.91	5.48		51.89	52.05		38.21	42.47		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.45	8.11		43.10	47.30		53.45	44.59	
Grade 4	1.18	5.56		60.00	46.30		38.82	48.15	
Grade 5	2.90	4.40		37.68	47.25		59.42	48.35	
All Grades	2.36	5.94		48.11	47.03		49.53	47.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.17	0.00		65.52	71.62		29.31	28.38	
Grade 4	4.71	1.85		65.88	68.52		29.41	29.63	
Grade 5	5.80	5.49		63.77	64.84		30.43	29.67	
All Grades	5.19	2.74		65.09	68.04		29.72	29.22	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.34	14.86		51.72	59.46		37.93	25.68	
Grade 4	5.88	3.70		68.24	66.67		25.88	29.63	
Grade 5	4.35	6.59		57.97	57.14		37.68	36.26	
All Grades	6.60	8.68		60.38	60.27		33.02	31.05	

**Conclusions based on this data:**

- Overall scores in ELA/Literacy for Central School students show an increase in percent standard exceeded, percent standard met and percent nearly met in third and fifth grades and thus, a decrease in percent standard not met. In fourth grade the percent not met increased substantially.
- The Central School student scores for percent below standard in listening, writing, and research and inquiry decreased. The percent above standard in writing and research and inquiry increased.
- The Central School's students' scores in third grade increased in all areas of ELA in percent above and percent at or near standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	75		58	73		58	73		96.7	97.3	
Grade 4	86	58		84	54		84	54		97.7	93.1	
Grade 5	69	92		69	92		69	92		100.0	100.0	
All Grades	215	225		211	219		211	219		98.1	97.3	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2323.	2386.		0.00	4.11		6.90	35.62		24.14	17.81		68.97	42.47	
Grade 4	2396.	2381.		0.00	1.85		15.48	11.11		26.19	29.63		58.33	57.41	
Grade 5	2390.	2403.		4.35	4.35		2.90	8.70		11.59	13.04		81.16	73.91	
All Grades	N/A	N/A	N/A	1.42	3.65		9.00	18.26		20.85	18.72		68.72	59.36	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.72	20.55		31.03	38.36		67.24	41.10	
Grade 4	2.38	1.85		38.10	31.48		59.52	66.67	
Grade 5	2.90	2.17		13.04	26.09		84.06	71.74	
All Grades	2.37	8.22		27.96	31.51		69.67	60.27	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	5.48		34.48	52.05		65.52	42.47	
Grade 4	3.57	1.85		45.24	37.04		51.19	61.11	
Grade 5	2.90	6.52		26.09	34.78		71.01	58.70	
All Grades	2.37	5.02		36.02	41.10		61.61	53.88	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.72	8.22		56.90	61.64		41.38	30.14	
Grade 4	3.57	1.85		59.52	42.59		36.90	55.56	
Grade 5	1.45	2.17		40.58	44.57		57.97	53.26	
All Grades	2.37	4.11		52.61	49.77		45.02	46.12	

**Conclusions based on this data:**

1. The percent of Central School student scores above standard and at or near standard in mathematics increased from 30.33% to 39.73%.
2. In every area Central School's third and fifth grade students percent above and percent at and percent nearly met increased.
3. The percentage of Central School students below standard for mathematics decreased over 9 %.

# School and Student Performance Data

## CAASPP Test Results in Science for All Students

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	11.59	15.22	22.22	23.05	28.5	29.47

### Conclusions based on this data:

1. The percent Central School students at met or exceeded increased from 2020-2021 to 2021-2022.
2. The percent of Central School students at nearly met, met or exceeded increased from to 49.28 to 52.18.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1408.2	1430.5		1429.8	1451.8		1357.3	1380.2		45	37	
<b>1</b>	1447.0	1429.0		1465.9	1447.6		1427.6	1409.8		34	42	
<b>2</b>	1469.2	1471.7		1469.3	1481.9		1468.5	1461.0		35	35	
<b>3</b>	1465.5	1489.9		1473.4	1484.9		1457.0	1494.2		25	29	
<b>4</b>	1491.8	1482.9		1494.4	1484.3		1488.6	1480.8		44	24	
<b>5</b>	1501.9	1502.2		1500.6	1510.7		1502.8	1493.4		38	46	
<b>All Grades</b>										221	213	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	2.22	5.41		40.00	56.76		37.78	32.43		20.00	5.41		45	37	
<b>1</b>	8.82	2.38		35.29	33.33		38.24	35.71		17.65	28.57		34	42	
<b>2</b>	5.71	8.57		48.57	42.86		25.71	34.29		20.00	14.29		35	35	
<b>3</b>	4.00	6.90		16.00	41.38		60.00	41.38		20.00	10.34		25	29	
<b>4</b>	9.30	0.00		32.56	37.50		32.56	41.67		25.58	20.83		43	24	
<b>5</b>	10.53	8.70		34.21	28.26		21.05	45.65		34.21	17.39		38	46	
<b>All Grades</b>	6.82	5.63		35.45	39.44		34.55	38.50		23.18	16.43		220	213	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	27.03		48.89	45.95		31.11	21.62		13.33	5.41		45	37	
<b>1</b>	17.65	14.29		55.88	40.48		17.65	26.19		8.82	19.05		34	42	
<b>2</b>	17.14	28.57		40.00	40.00		31.43	25.71		11.43	5.71		35	35	
<b>3</b>	24.00	13.79		44.00	55.17		12.00	17.24		20.00	13.79		25	29	
<b>4</b>	32.56	12.50		34.88	50.00		25.58	20.83		6.98	16.67		43	24	
<b>5</b>	31.58	28.26		26.32	52.17		28.95	6.52		13.16	13.04		38	46	
<b>All Grades</b>	21.36	21.60		41.36	46.95		25.45	19.25		11.82	12.21		220	213	



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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00		6.67	21.62		55.56	56.76		37.78	21.62		45	37	
<b>1</b>	2.94	2.38		29.41	16.67		32.35	33.33		35.29	47.62		34	42	
<b>2</b>	8.57	5.71		42.86	37.14		22.86	20.00		25.71	37.14		35	35	
<b>3</b>	0.00	10.34		8.00	17.24		36.00	55.17		56.00	17.24		25	29	
<b>4</b>	6.98	0.00		11.63	8.33		34.88	45.83		46.51	45.83		43	24	
<b>5</b>	7.89	0.00		15.79	6.52		31.58	52.17		44.74	41.30		38	46	
<b>All Grades</b>	4.55	2.82		18.64	17.84		36.36	43.66		40.45	35.68		220	213	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	29.73		84.44	64.86		8.89	5.41		45	37	
<b>1</b>	26.47	23.81		64.71	57.14		8.82	19.05		34	42	
<b>2</b>	14.29	20.00		74.29	71.43		11.43	8.57		35	35	
<b>3</b>	16.00	41.38		60.00	55.17		24.00	3.45		25	29	
<b>4</b>	34.88	20.83		58.14	70.83		6.98	8.33		43	24	
<b>5</b>	10.53	6.52		71.05	82.61		18.42	10.87		38	46	
<b>All Grades</b>	18.18	22.54		69.55	67.61		12.27	9.86		220	213	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.45	21.62		59.09	70.27		20.45	8.11		44	37	
<b>1</b>	17.65	9.52		73.53	71.43		8.82	19.05		34	42	
<b>2</b>	17.14	34.29		71.43	57.14		11.43	8.57		35	35	
<b>3</b>	40.00	31.03		44.00	55.17		16.00	13.79		25	29	
<b>4</b>	32.56	20.83		55.81	62.50		11.63	16.67		43	24	
<b>5</b>	43.24	71.11		29.73	15.56		27.03	13.33		37	45	
<b>All Grades</b>	27.98	33.02		55.96	53.77		16.06	13.21		218	212	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	2.70		71.11	75.68		28.89	21.62		45	37	
<b>1</b>	17.65	7.14		35.29	40.48		47.06	52.38		34	42	
<b>2</b>	14.29	8.57		57.14	48.57		28.57	42.86		35	35	
<b>3</b>	0.00	10.34		40.00	65.52		60.00	24.14		25	29	
<b>4</b>	11.63	0.00		41.86	41.67		46.51	58.33		43	24	
<b>5</b>	10.53	0.00		52.63	45.65		36.84	54.35		38	46	
<b>All Grades</b>	9.09	4.69		50.91	52.58		40.00	42.72		220	213	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.89	21.62		33.33	54.05		57.78	24.32		45	37	
<b>1</b>	5.88	4.76		70.59	57.14		23.53	38.10		34	42	
<b>2</b>	14.29	11.43		60.00	54.29		25.71	34.29		35	35	
<b>3</b>	0.00	3.45		48.00	89.66		52.00	6.90		25	29	
<b>4</b>	9.52	0.00		54.76	66.67		35.71	33.33		42	24	
<b>5</b>	10.81	4.35		48.65	60.87		40.54	34.78		37	46	
<b>All Grades</b>	8.72	7.98		51.83	62.44		39.45	29.58		218	213	

**Conclusions based on this data:**

1. The overall score for Central School students in Language shows an increase in the number of students with level 3 and level 4 scores from 42.27 percent to 45.07 percent.
2. Every Central School grade level showed a decrease in the number of students in level 1. The overall there was a decrease by 6.45 percent ( from 23.18 percent to 16.43 percent).
3. Central School student Oral language levels 3 and 4 increased by 5.84 percent. Writing levels 3 and 4 decreased by but level 1 decreased by percent. Listening domain scores increased in well developed and somewhat/moderately developed from 86.73 percent to 90.15 percent and Speaking domain scores increased from 83.94 percent to 86.79 percent in well developed and somewhat/moderately developed.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>463</b>	<b>76.0</b>	<b>47.5</b>	<b>1.3</b>
Total Number of Students enrolled in Central Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	220	47.5
Foster Youth	6	1.3
Homeless	53	11.4
Socioeconomically Disadvantaged	352	76.0
Students with Disabilities	102	22.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.7
American Indian	2	0.4
Asian	25	5.4
Filipino	11	2.4
Hispanic	354	76.5
Two or More Races	18	3.9
Pacific Islander	2	0.4
White	34	7.3

**Conclusions based on this data:**

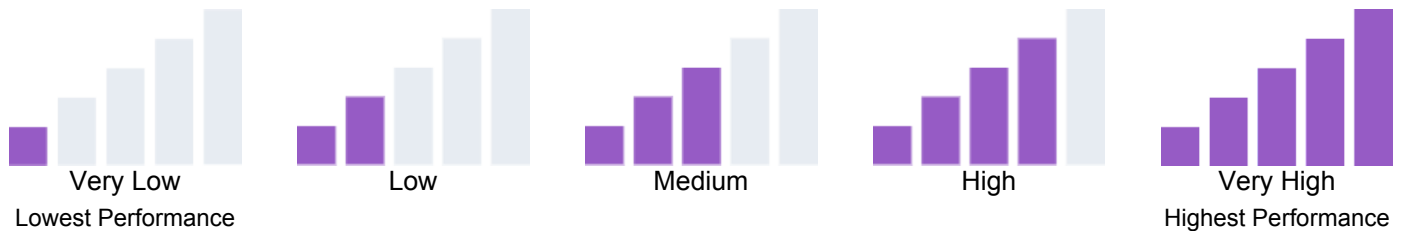
1. Central School has high poverty with 76% are low SES students and over 11% of the students homeless.
2. 22% of the students at Central School are Students with Disabilities.
3. Central School's student population increased a bit from last year to 76.5 % Hispanic. Central School's student population is 47.5% English Learners.

# School and Student Performance Data

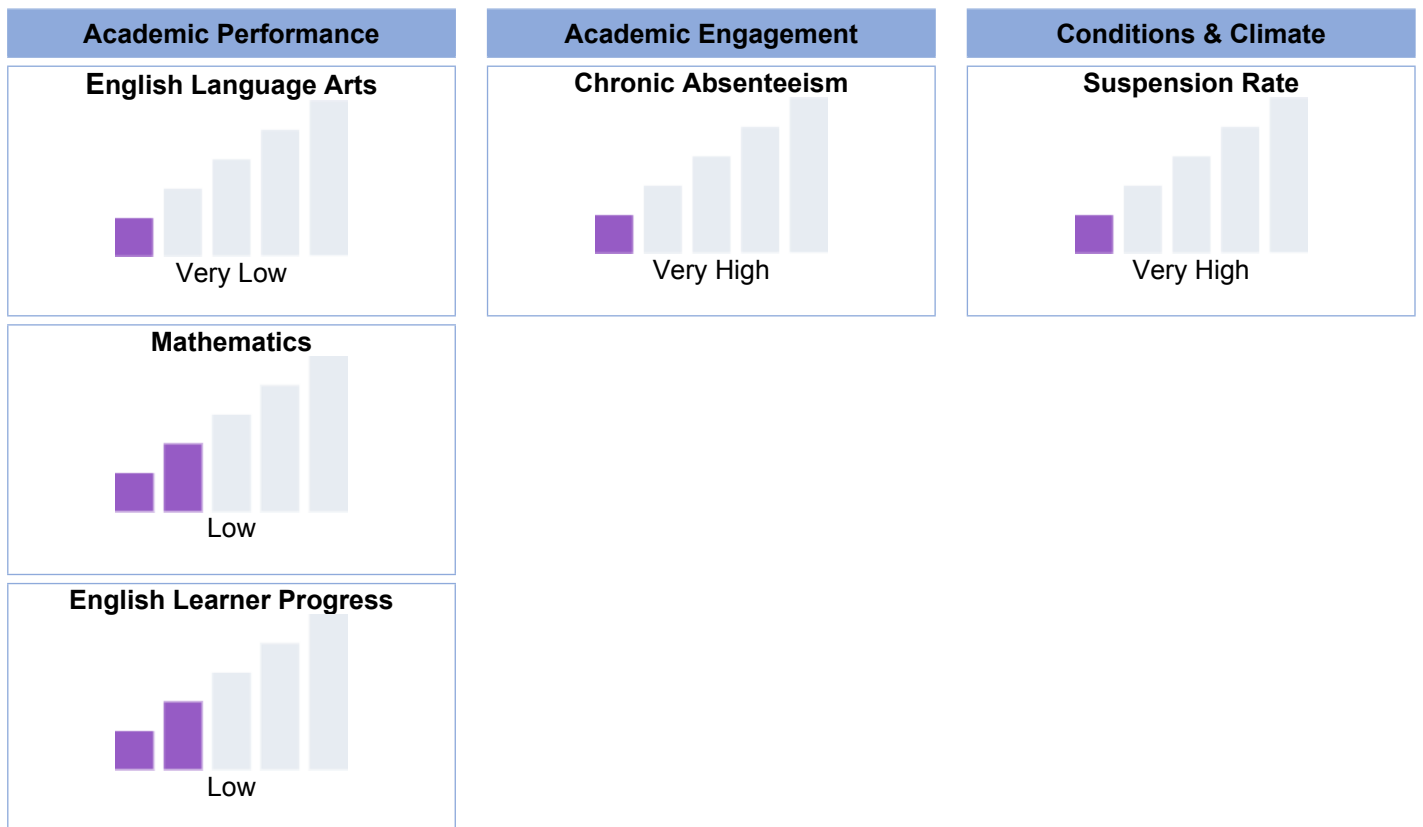
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. ELA student scores are "very low" which is an area we will focus on for our students.
2. Mathematics scores for Central School students are "low" as is English Learner progress.

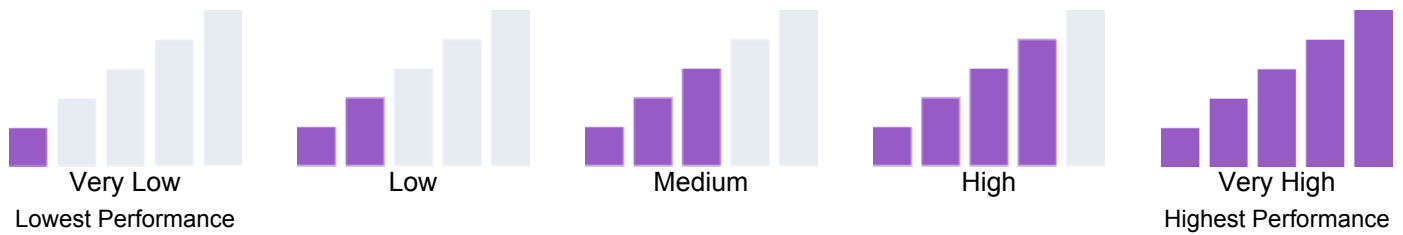
3. The suspension and chronic absenteeism rates are "very high". Mandating students with covid stay home for ten days affected the school wide attendance.

# School and Student Performance Data

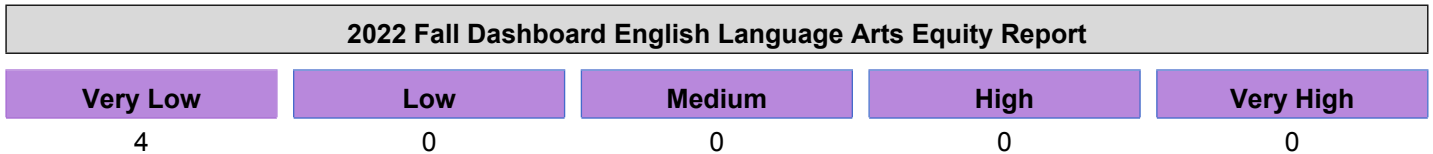
## Academic Performance English Language Arts

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

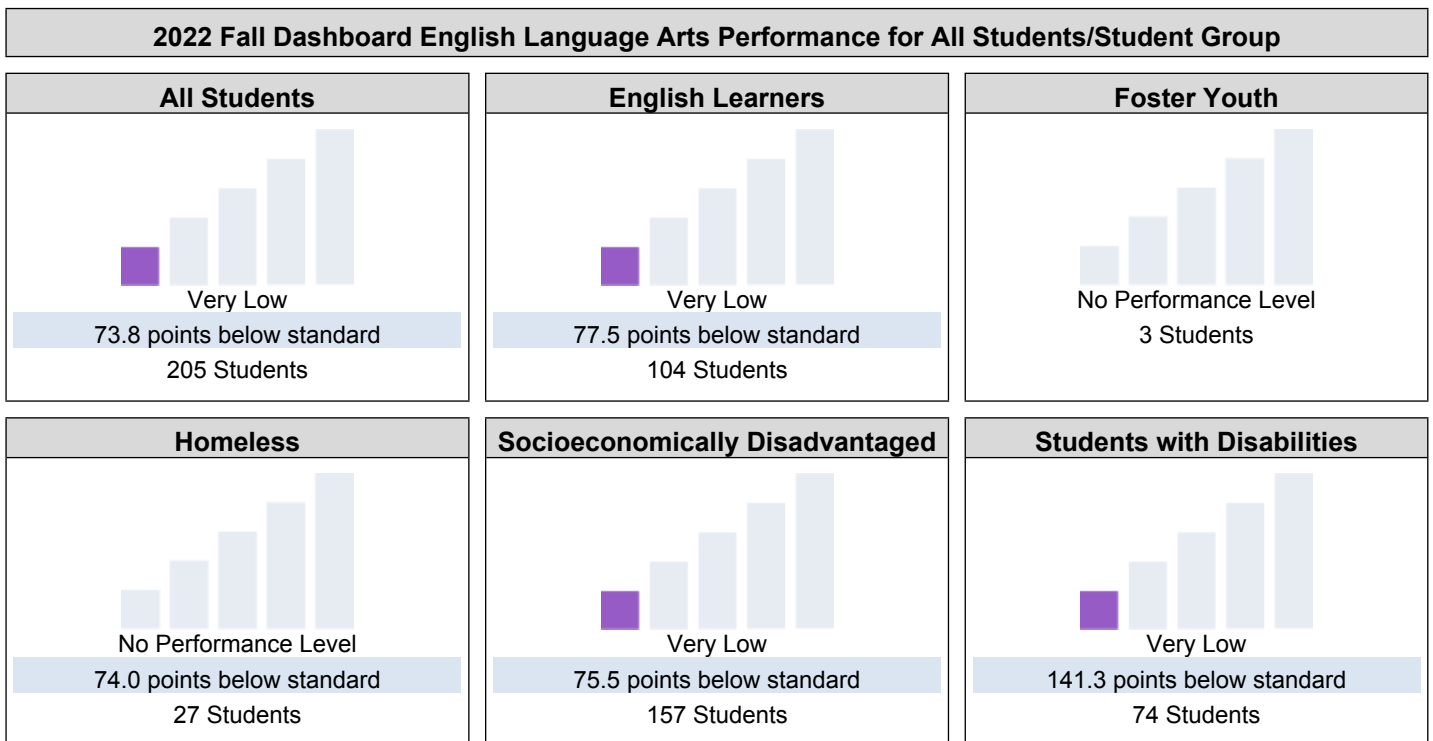
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



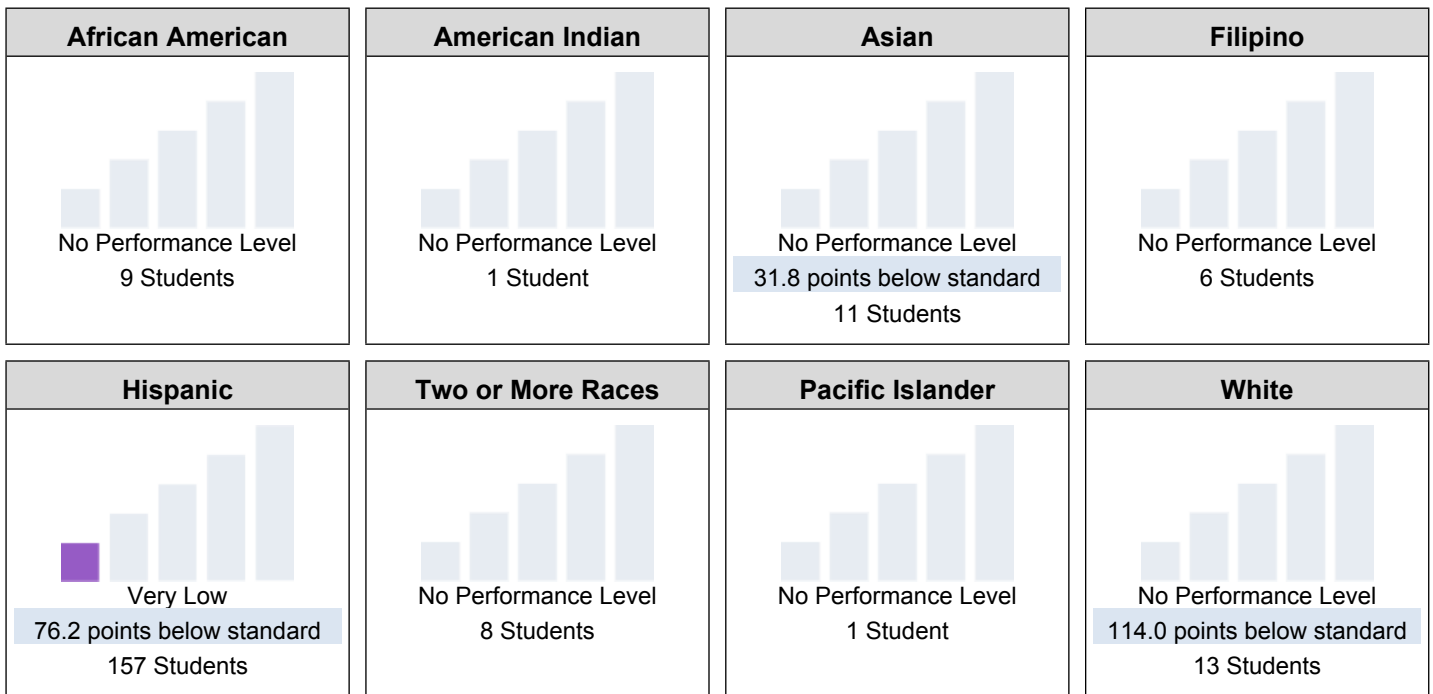
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
91.3 points below standard	4.2 points above standard	70.9 points below standard
89 Students	15 Students	97 Students

#### Conclusions based on this data:

- All Central School subgroups scored very low.

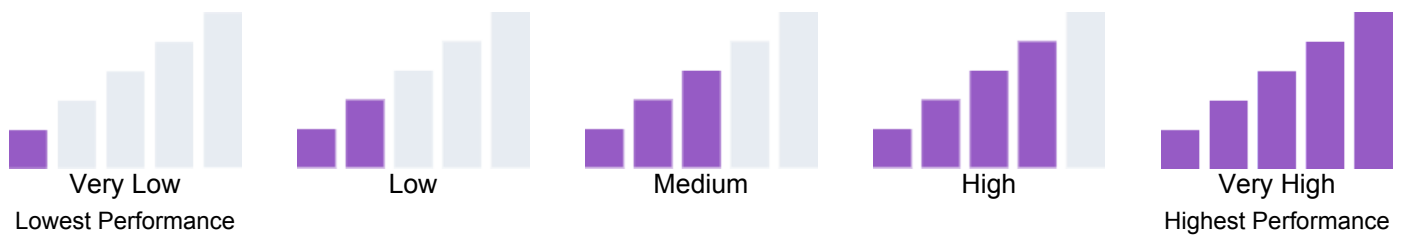


# School and Student Performance Data

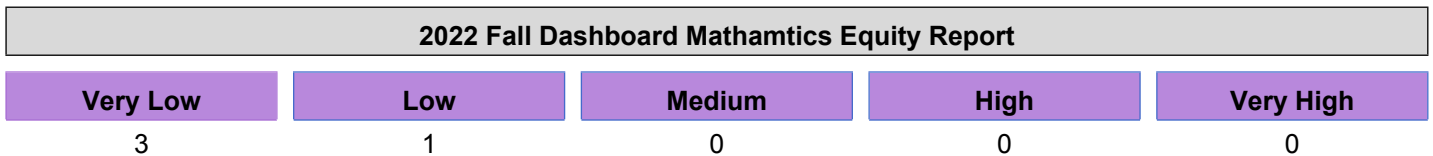
## Academic Performance Mathematics

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

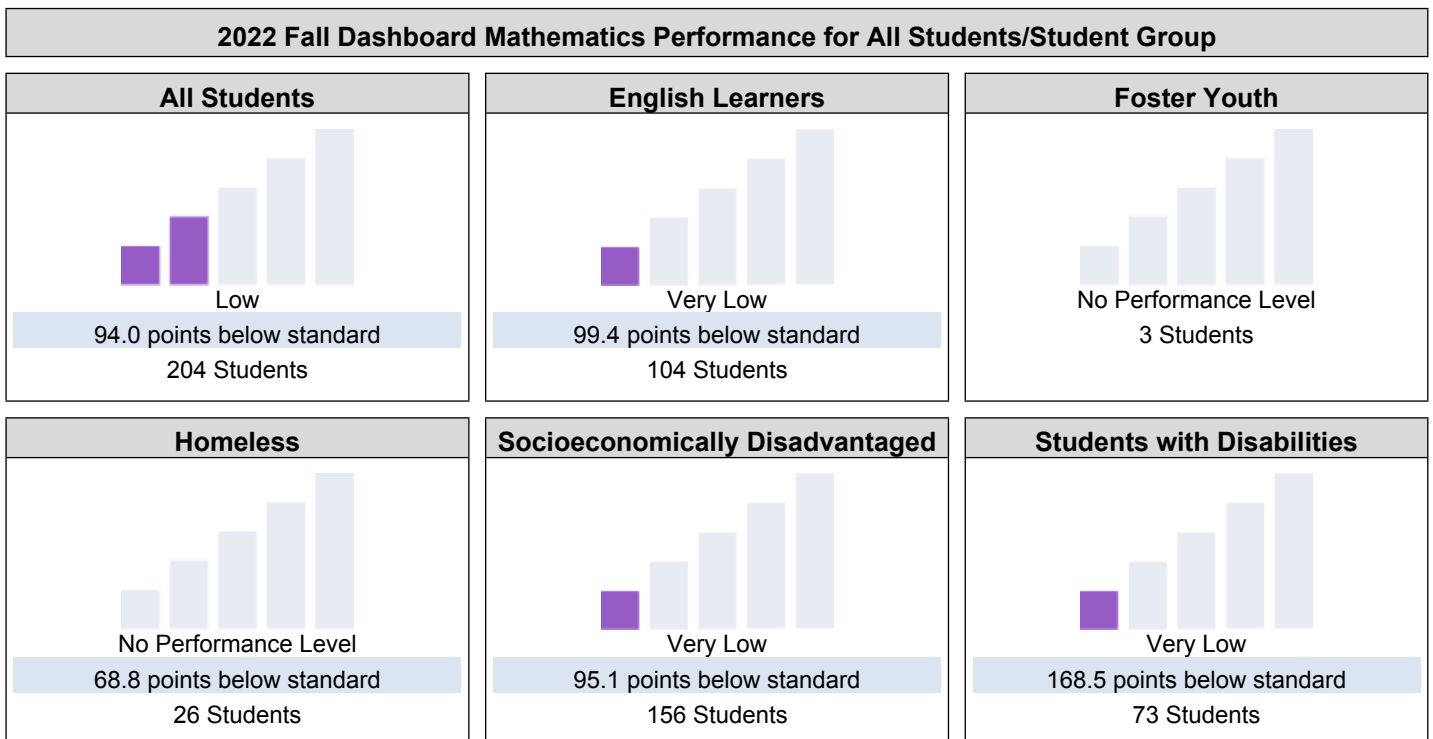
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



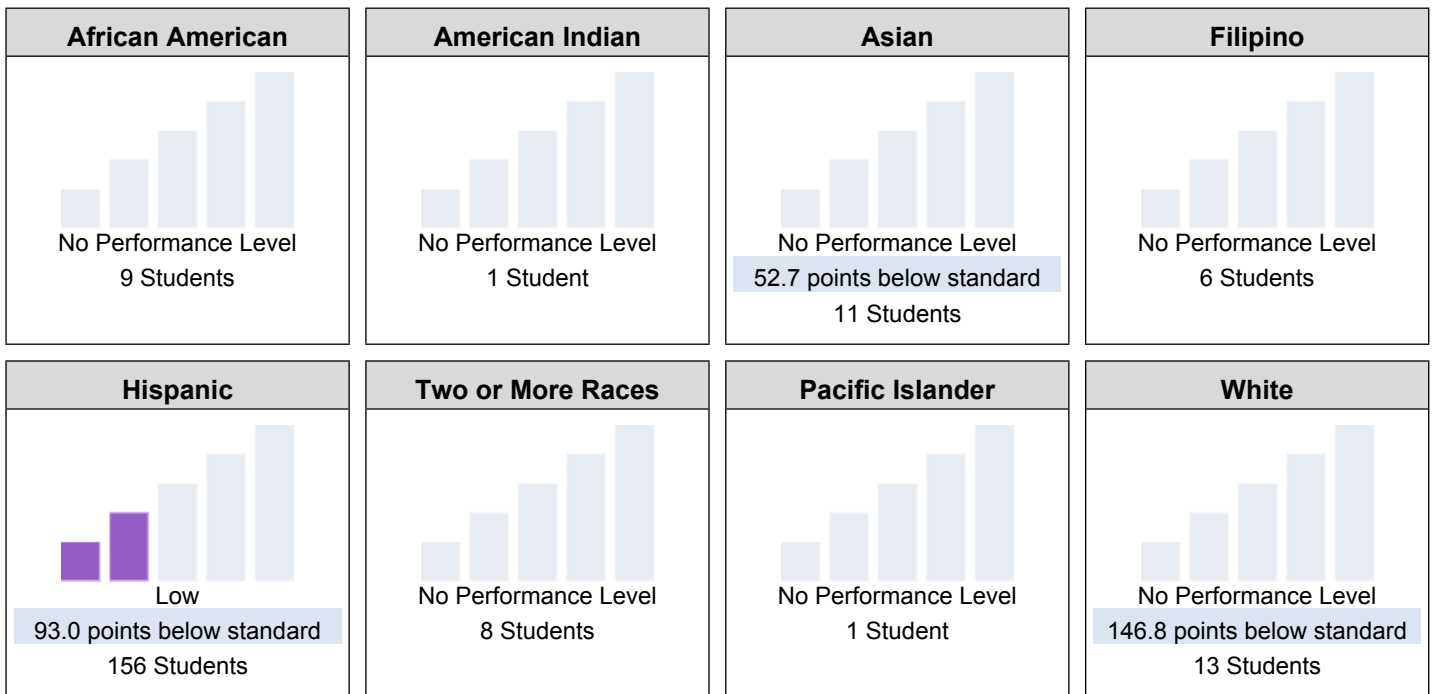
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
113.9 points below standard 89 Students	13.4 points below standard 15 Students	89.5 points below standard 96 Students

#### Conclusions based on this data:

- Overall Central School students scored low in mathematics.
- EL students, Socioeconomically Disadvantaged students and Students with Disabilities scored very low in mathematics.
- The only subgroup reported for Race/Ethnicity was Hispanic students who scored low in mathematics.

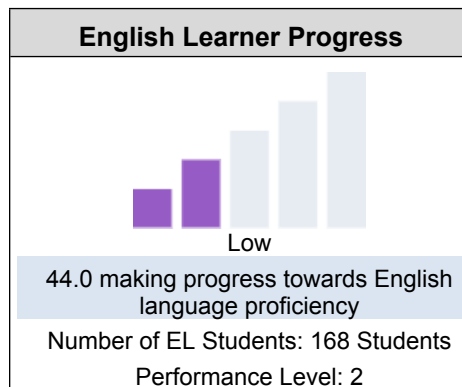
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.9%	38.1%	1.8%	42.3%

#### Conclusions based on this data:

- 17.9 percent of Central School students decreased one ELPI level and 38.1 percent of the students maintained their ELPI level.
- 42.3 percent of Central School students progressed at least one ELPI level.
- Of the 168 English Learner students assessed, 44% are making progress towards English language proficiency, which is an increase of 2 percent from last year.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

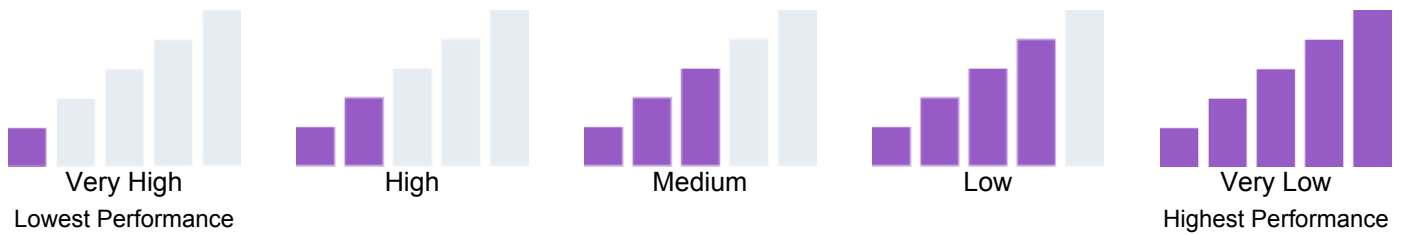
- 1.

# School and Student Performance Data

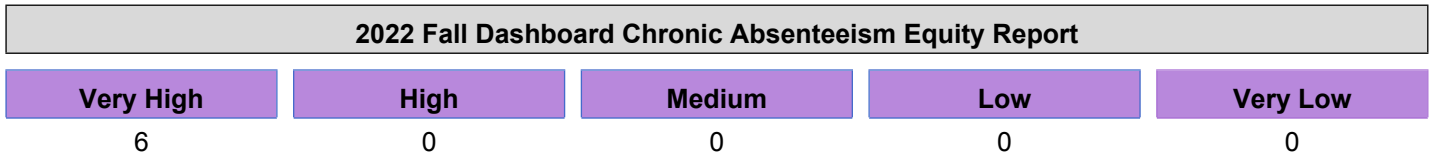
## Academic Engagement Chronic Absenteeism

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

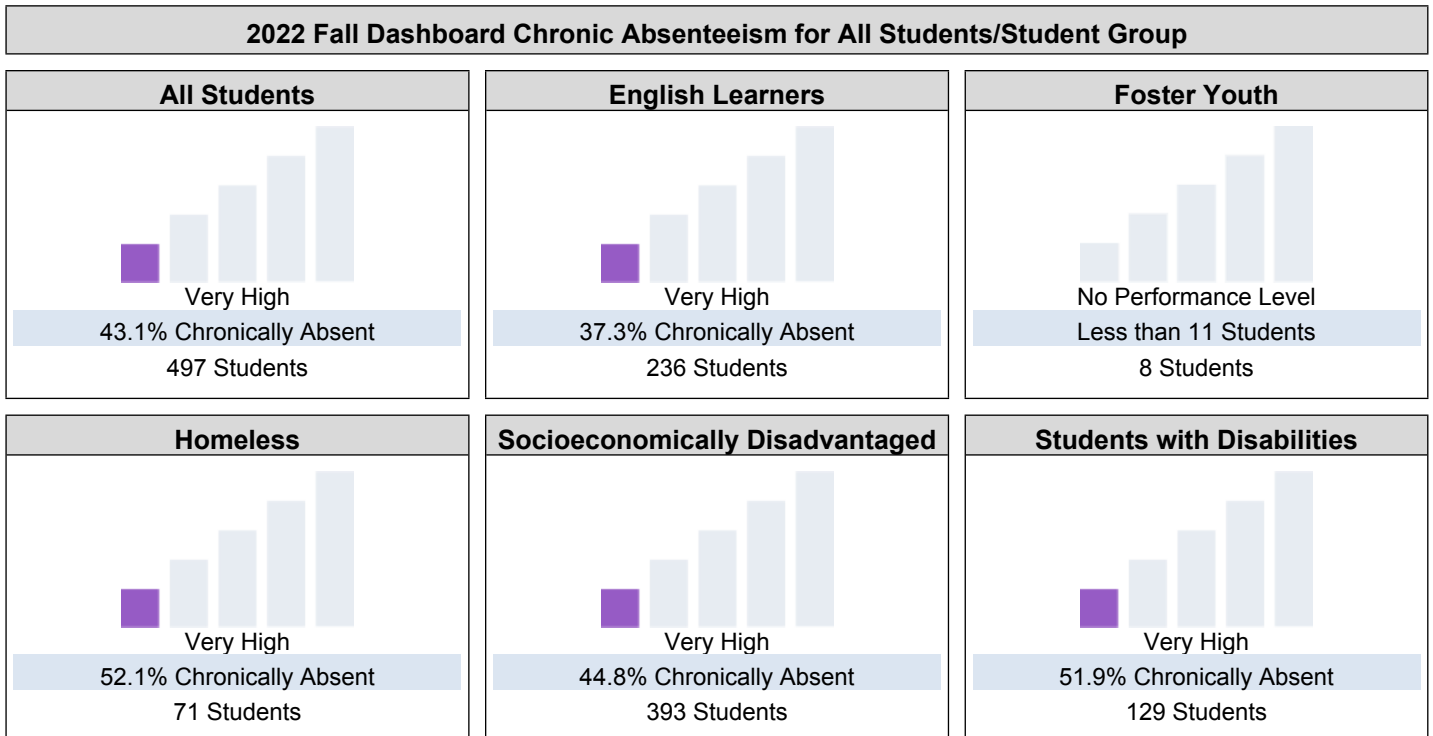
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



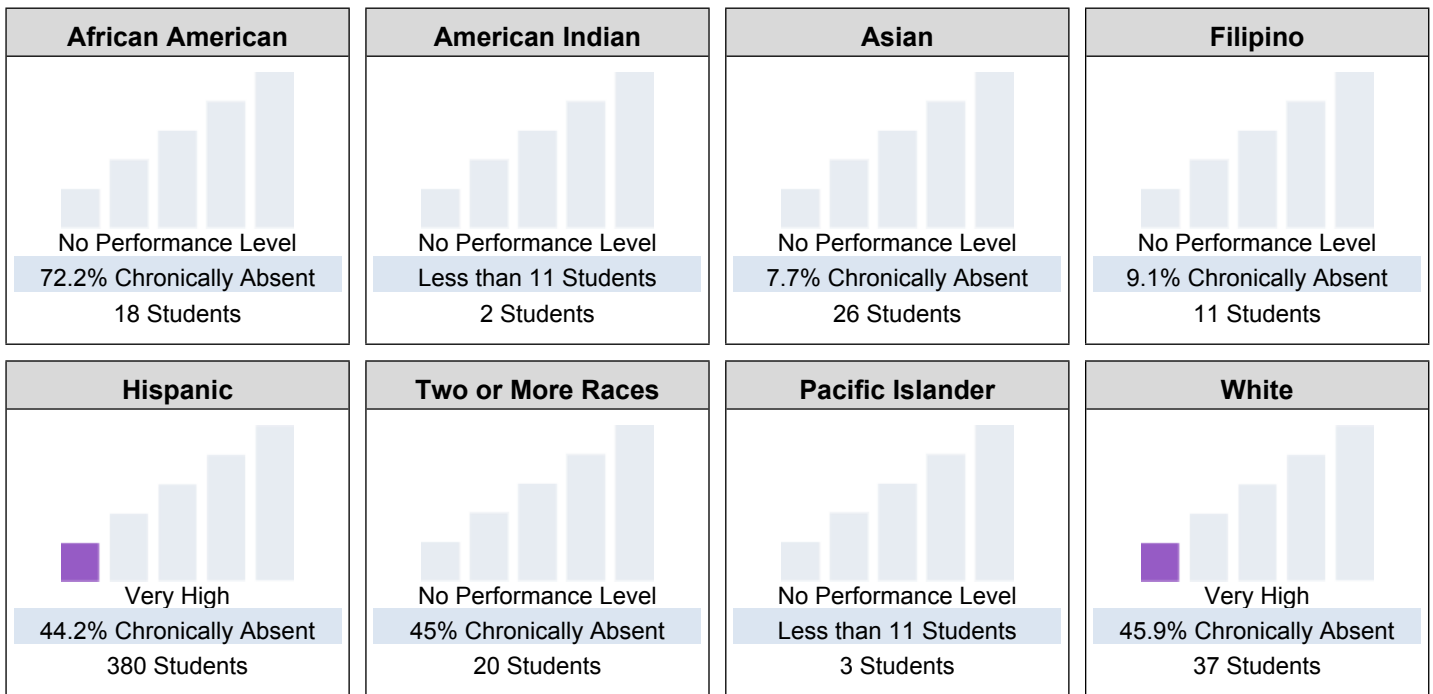
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. For Central School all student subgroups and races/ethnicities were very high for chronic absenteeism

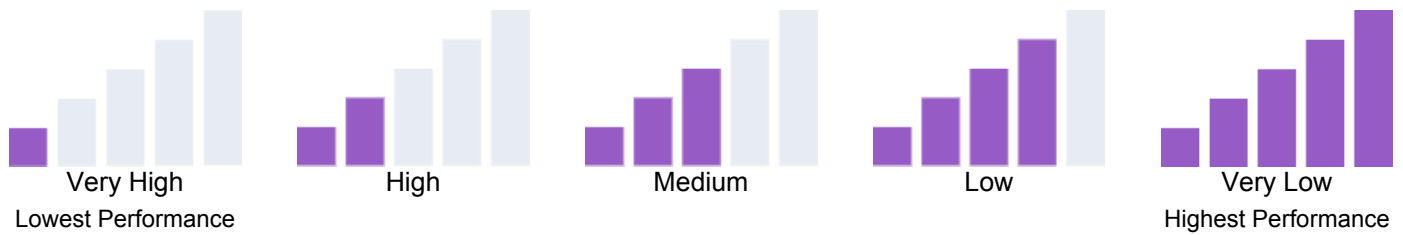


# School and Student Performance Data

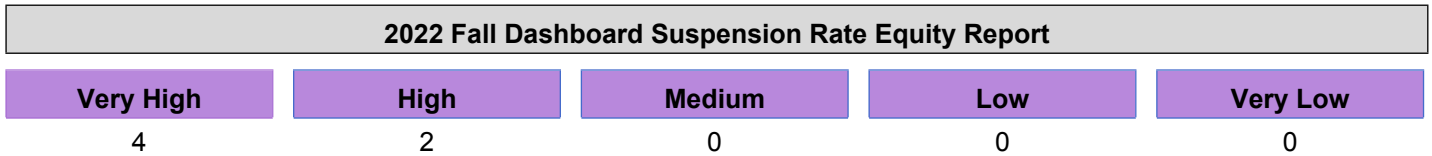
## Conditions & Climate Suspension Rate

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

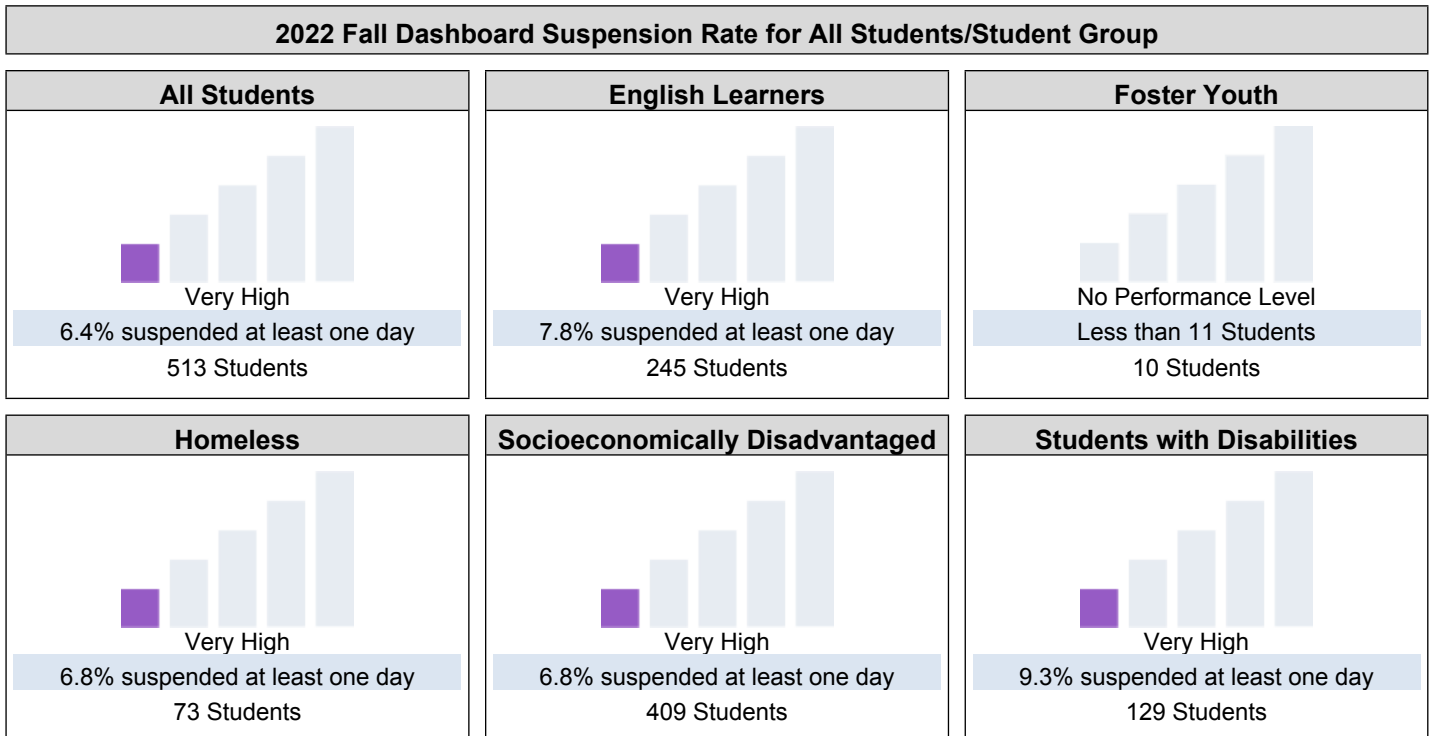
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

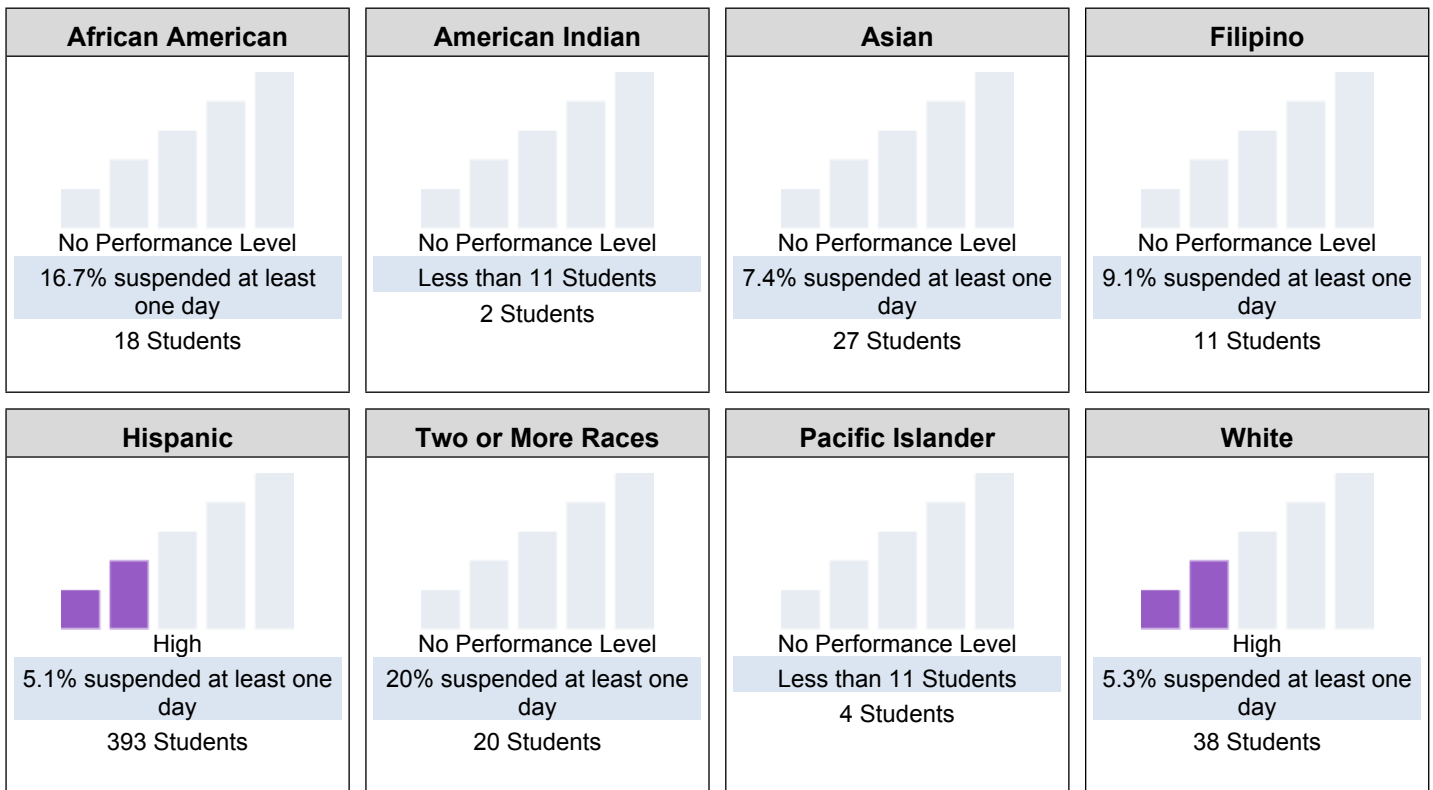


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





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



**Conclusions based on this data:**

1. Central School overall suspension rate is high for all significant student groups.
2. In 21-22 the percent of the suspensions for students with disabilities is the highest subgroup.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

## Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

## Identified Need

In looking at current district unit assessments in ELA and Math, we see a need to continue our strong focus on literacy and mathematics.

A focus on relationships is an identified need based on teacher self assessment of the rigor rubric.

From our past SBAC data we saw some growth but students were below standard. We see a need for all students to become more proficient in their ELA and Mathematics skills.

42.3% of our EL students were making one year of growth progress towards proficiency according to the 2021 - 2022 ELPAC. This is similar to the prior year but shows a need for continued work on EL instructional practices.

STEM is a district focus and we see a need to encourage this and be a part of the exciting Advanced STEM grant for our students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge ELA and Math	<p>Reading</p> <p>29 % in college pathways and low risk groups</p> <p>71 % in some and high risk groups</p> <p>Math</p> <p>32 % in college pathways and low risk groups</p> <p>68 % in some and high risk groups</p>	Fastbridge data will show a 5 % growth in college pathways and low risk groups and a 5% decrease in the some and high risk groups for ELA and Math
Rigor rubric	By teacher self assessment the majority of staff are "developed" in the rigor rubric.	We will see an increase of at least one level in the rubric by teacher self assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	25 % - emerging 69 % - developed 6 % - well developed	
Teacher Professional Development attendance	75% teachers participated in after school technology and STEM workshops	All teachers will participate in 2 professional development events outside of ERMs
STEM units	100% of STEM units completed by all classes in all grade levels.	All STEM units completed by all teachers
CAASPP scores for ELA and Math	ELA 21.92 percentage of students exceeded standards or met standards  Mathematics 21.91 percentage of students exceeded standards or met standards	Increase percentage exceeded standards and met standards by at least 5 percent in ELA and Math
Percent of students showing one year of EL proficiency growth on ELPAC	42.3 % of students made one year of EL proficiency growth on the 2021-2022 dashboard	5 % increase in percent of students making one year of EL proficiency growth
Reclassification of EL students	6 students were reclassified	15 students reclassified

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Classroom support, materials and supplies and STEM

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	Title I
5,400	LCFF

## Strategy/Activity 2

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

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

EL students

### Strategy/Activity

Consumables and intervention/classroom support

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3,600

5,000

3,000

#### Source(s)

LCFF - Supplemental

Title I

LCFF

## 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

Planning days for lessons, STEM, interventions, and assessments sub time

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

12,000

#### Source(s)

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

Teacher time - planning curriculum, assessments, STEM, interventions, lessons

### 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)

15,200

Source(s)

Title I

### Strategy/Activity 5

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

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

All students

Strategy/Activity

STEM ILT team planning and presenting professional development and lesson studies - teacher time

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Title I

### Strategy/Activity 6

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

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

All students

Strategy/Activity

STEM lesson studies

#### 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)

8000

Source(s)

Title I

### Strategy/Activity 7

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

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

All students

Strategy/Activity

Real world and extension experiences including field trips and Artist in Residence

#### 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)

15,920

Source(s)

Title I

### Strategy/Activity 8

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

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

All students

Strategy/Activity

AVID strategies for student organization including agendas, folders and 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)

2,000

Source(s)

Title I

### Strategy/Activity 9

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

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

All students

Strategy/Activity

Teacher professional development and book study

#### 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)

800

Source(s)

Title I

### Strategy/Activity 10

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

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

All students

Strategy/Activity

Library supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

**Strategy/Activity 11**

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

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

Primary students

Strategy/Activity

Assessment subs

**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)

1200

Source(s)

Title I

**Strategy/Activity 12**

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

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

All students

Strategy/Activity

Three salaried paraprofessionals - One for reading, one for first grade intervention, and one for EL assistance

**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)

23,713

Source(s)

Title I

17,036

LCFF - Supplemental

20,121

LCFF - Supplemental

**Strategy/Activity 13**

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

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

EL students

Strategy/Activity

EL workbooks

**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)

8360

Source(s)

LCFF - Supplemental

### **Strategy/Activity 14**

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

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

EL students

Strategy/Activity

Assessments ELPAC

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

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

Amount(s)

3,000

Source(s)

LCFF - Supplemental

### **Strategy/Activity 15**

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

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

EL students

Strategy/Activity

ELL morning/after school English classes - learning English

#### **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)

4,000

Source(s)

LCFF - Supplemental

### **Strategy/Activity 16**

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

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

All students

Strategy/Activity

After school/extended day interventions

#### **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)

3000

Source(s)

Title I

### **Strategy/Activity 17**

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

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

Boys and Girls Club members

Strategy/Activity

Boys and Girls Club support

#### **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)

6000

Source(s)

Title I

### **Strategy/Activity 18**

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

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

All students needing SST

Strategy/Activity

SST meetings

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

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

Amount(s)

3,200

Source(s)

Title I

### **Strategy/Activity 19**

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

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

All students

Strategy/Activity

Technology and technology programs and professional development

#### **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)
7,000	Title I
5000	LCFF - Supplemental

## Strategy/Activity 20

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

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

All students

### Strategy/Activity

Professional development/conferences and teacher subs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,800	Title I

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

Strategies 1,2,7,8 had to do with supplies and classroom materials and materials for interventions. These were all purchased and used by teachers to make lessons engaging and rigorous. Strategies 3 and 4 were for substitute teachers and for teacher time for planning. The implementation of some of this was difficult due to the lack of subs often, but the staff feels the time to work together builds stronger lessons for the students. Teachers referenced the rigor rubric while teaching lessons and lesson planning. We saw an increase in rigor, but not a full level of increase. Teachers self-assess at "developed" on average.

Strategies 5 and 6 were for STEM lesson studies, planning time and STEM professional development. This was implemented effectively with the Advanced STEM grant. STEM units and STEM work was occurring in all classrooms based on Principal walk throughs. ILTs did professional development and also rigorous and deeply engaging lesson studies with most of the teachers. Our ICLE coach also did rigor work and lesson studies with grade levels.

Strategies 9 was for professional development and book studies. All teachers participated professional development for STEM. TSAs also did many professional development workshops for teachers after school and also at ERW staff meetings. These were very effective to help teachers become more comfortable with classroom technology and STEM requirements. We also purchased books on literacy for teachers to do a book study.

Strategy 10 was for library supplies which were purchased and used.

Strategy 11 was used to assist teachers in the many one on one assessments they must do with primary students.

Strategy 12 was for paraprofessionals for ELs, reading and kindergarten. The paras worked with students in small groups.

Strategies 13, 14, 15 were for EL workbooks, EL interventions and assessments. Teachers use the EL workbooks in their classroom EL time. The after school EL interventions were not able to happen this year as no teacher was willing to on take this additional duty due to teachers feeling over whelmed with the multitude of programs occurring.

Strategies 16 and 17 were for after school programs and matching funds for our Boys and Girls Club. We have a very good relationship with the Club and collaborate for our students. About 1/5th of our student population attends the Club.

Strategies 19 had to do with technology and tech programs. Based on teacher classroom information, technology and purchased programs were used daily by students and staff.

Strategies 20 and 21 were actually provided for by the district so we are planning for these funds to be moved to purchase books and help for our literacy programs, pending School Board approval.

We do see in scores that are from the prior year, that students did not meet our expected outcomes. CAASPP did not gain the 5 points desired, but did increase in both mathematics and ELA. Fastbridge scores also showed an increase in mathematics.

Central School teachers tried to continue in our focus on literacy. The lack of substitute teachers made planning days and professional development days difficult to accomplish. We were switching up schedules on the fly as we would learn about the lack of subs in the mornings. Our literacy work was still a focus but the district focus on STEM did take time from literacy. Teachers are dedicated to Haggerty and the Interactive Read Aloud Strategy so they requested this professional development for the highly attended January BBD.

Central School teachers worked hard to complete district STEM requirements and our ILT provided professional development and led STEM lesson studies.

Administration did walk throughs with the rigor rubric for STEM documentation. Positive notes from these walk throughs were given for teachers.

The schedules we set up for intervention paras are effective. We did not get a new second para until the end of March but the work being done seems to be working well based on pre and post assessments.

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

With the influx of funds to the district, some items in the school plan were not funded by the site after all. Science supplies, interventions, and some professional development all had district

assistance this year. Due to this funds were reallocated to literacy and books as these are needs here at Central School.

Due to the lack of substitute teachers this year, often plans like planning days, work days with the ICLE coach and lesson studies had to be changed or postponed. Our ICLE coach changed yet we connected with our new one and she was very helpful in working with teachers to create rigorous lessons.

We see great need in our students which we feel has been exacerbated by missing school during the covid years. Teachers are very dedicated to literacy at Central School. We are able to do our PIR (Priority individualized Reading) time of differentiated reading instruction each day. Our paras and the para for interventions help during this time. Having three kindergarten paras has been immensely helpful for kindergarten to be able to do PIR well. Only three of our kindergarteners do not know all their letters and sounds compared to many more at this time last year. We utilized our teacher librarian for literature circles for PIR this year also.

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.

Due to the past distance learning we see a need for increasing interventions to mitigate learning loss. Teachers feel ( by survey and discussion) that this is still one of the top priorities for Central School students. We will increase before and after school intervention times and have professional development to assist in differentiation strategies for literacy for student remediation and advancement. We plan to utilize the paras we have doing interventions with appropriate schedules and training. We will also continue to make STEM and rigor professional development for the Advanced STEM grant a priority.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

This year has seen a significant decrease in behavior suspensions and expulsions. At this point in the year we are down from 65 suspensions last year to 16 this year! Students have adapted to being back at school and we have implemented a new classroom referral system. We see a need to continue to be consistent with our Fred Jones management, but we all feel Central School is a very safe, calm space for students.

Knowing there are emotional issues with children going through a pandemic, we see a need for counseling and consistency with Second Step and Valley Community Counseling to help students.

We will continue with incentives to students for good behaviors and will work on positive redirections. The Principal or Assistant Principal will follow up thoroughly on every incident reported to ensure safety for students and staff.

Attendance is not where it should be so we will stress to families and students that all students are to attend school every day when healthy. We will continue to be diligent in our SARB process and in positive incentives and rewards for good attendance.

Building relationships is a continued area of need to ensure students want to come to school and feel safe and cared for at school. With parents being off campus for so long, we are excited to be able to rebuild these relationships. Our Dr. Seuss event this spring was one of our best attended, with happy families, community members and teachers enjoying the evening together. This reiterated to staff the need to develop and provide more family events.

In 21-22 the percent of the suspensions for students with disabilities was the highest subgroup. Most of these were for students who were moved to appropriate behavior programs later in the school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	Months 1-7 were an average of 91.43% which is up a bit from last year.	95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	16 suspensions so far for the 2022-2023 year - This is a drop of 49 suspensions from this time last year and is going from 17% to 2.5% of our students receiving at least one suspension.	Suspension numbers below 40 and less than 7% of the students.
Parent attendance taken at parent and family events	Back to School was our first event this year. Every parent was happy and teachers were pleased with the turn out. Our parent liaison ran a Catholics Charities parenting program from which 8 parents graduated. We are over our goal of 50 parents for Back to School and other parent events like Student of the Trimester, etc.	At least fifty parents will attend family events.  At least twenty parents will attend parent education events.
SARB letters and meetings	Letter 1 - 62 Letter 2 - 28 Letter 3 - 14 School site SARB meetings - 43 SARB hearings - 2	Letters and meetings to decrease by 10 %

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Provide programs and incentives for students for attendance and behavior

#### 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)

500

Source(s)

LCFF

2000

Title I

### Strategy/Activity 2

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

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

All students

Strategy/Activity

Student recognition

#### 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

Title I

900

LCFF

### 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

Parent communication and translations

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,800

LCFF - Supplemental

400

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

Parent education and appreciation

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental
1000	Title I
250	LCFF

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Strategies 1 and 2 were for incentives and programs to improve attendance and student behaviors. Suspensions and behavior issues decreased dramatically this year. Students received certificates for character and books and PAWS as rewards for good behavior. We did have Valley Community Counseling continue with student counseling and added Sow A Seed for group counseling. Counselors were on campus five days a week which was very good for students. Attendance increased a bit from last year. We continued with SARB as we had in the past. This year we have sent out less Letter 1's, Letter 2's, and Letter 3's than in the prior year. The Principal had less parent attendance site and district SARB meetings this year than last year, even though SARB was run frequently.

Strategies 3 and 4 were for parent communication, education and translations. There was great need for the translations and we communicate frequently with parents. This year more communication was by email and texting. We did have a wonderful turn out for our Dr. Seuss Night event and our Open House. Parent conferences were very well attended with almost 100% of the students having at least one parent attending.

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

Teachers implemented a new classroom referral system and these immediate notices to parents seem to be helping behaviors school wide. Site administration processed and investigated every referral or concern. We tried to contact parents on small issues that we typically hadn't in the past, to work to reassure them their children are safe at school.



Covid was still an issue for attendance rates. Even as restrictions eased up we still had many absences due to Covid.

We were able to have assemblies to pass out rewards and incentives and presented Student of the Trimester certificates with parents in attendance. Paws and tags were given out to students for hard work, good behavior and academic achievements. End of the year medals, certificates and paws will be given to deserving students in each classroom in writing, mathematics, reading, and most improved among others.

We did do one parent education program with eight parents graduating from the program. We had hoped for two other programs through the district that we were to receive, but they did not happen due to lack of district teachers for the programs. Interestingly, with the option for parents to do IEPs and SSTs online, we had much better parent attendance at these meetings.

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

We do see a need for increased counseling for students. We had Sew A Seed and Valley Community Counseling on site this year. Sadly, we have had many changes in counselors and gaps in between counselors. There have been very few months with full staff for counseling. We hope attendance will go back up as Covid fades. We will continue our incentives and rewards for positive behavior and good attendance. We will follow SARB guidelines, sending letters and having meetings with parents. We will work to provide more parent education programs. We also will focus back on our tried and true Fred Jones management strategies.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 3

All Central students will read at or above grade level and develop a love of reading.

### Identified Need

Teacher's assessments for reading show fluency, comprehension and letter recognition are below expected levels.

We need students to be excited about reading and we see the need to encourage this with rewards, incentives, prizes, assemblies, read-alouds and reading activities.

Growing libraries and increasing classroom libraries are needed to ensure students can find books they want to read, to help develop them into readers.

One of the best ways to get students to become life long readers is to get books in their hands. The Principal will need to continue to write grants for this.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Reading	The 2020-2021 CAASPP reading score percent above standard is 5.48 and the percent at or near is 52.05.	CAASPP percent above and percent at or near will increase
STAR reading results	27 second graders, 29 third graders, 17 fourth graders, and 18 fifth graders have so far this year gained a year or more in reading levels, however more students are below grade level than are at or above grade level.	Growth of .4 average instructional levels every trimester.
Library books checked out "for pleasure", not during class time.	We had on average less than 10 students per week checking out books aside from the mandatory class library time.	30 students per week will check out books on their own time (outside of the mandatory class library time)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Read aloud time	100% of classes have read aloud time.	All classrooms will do read alouds daily.
Silent Reading time	100% of classes have some amount of silent student free choice reading time	All classrooms will do student free choice silent reading time

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

Reading/Literacy Professional Development and teacher time

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3000

#### Source(s)

Title I

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Read Across America day/evening event and books

#### 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)

1000

#### Source(s)

Title I

1500

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

Increase classroom libraries with fiction and non-fiction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,200

Source(s)

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

Increase library with fiction and non-fiction books

**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)

1700

Source(s)

LCFF - Supplemental

1000

Title I

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

Real life classroom periodicals

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3,000

Source(s)

Title I

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

Priority Individualized Reading (PIR) books for differentiated reading groups

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

Title I

None Specified

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

Promote love of reading and summer reading with books

**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)

8000

Source(s)

Title I

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

Promote a culture of reading with books and reading programs

**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)

4000

Source(s)

Title I

1000

LCFF

## Strategy/Activity 9

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

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

TUSD will contract with Houghton Mifflin to provide to provide Tier 1 training to K-2 teachers to ensure early reading foundations and instructional routines are implemented in every classroom.

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Reading is a focus at Central School. Teachers used data to differentiate reading instruction for students. Teachers engaged students small group literacy work daily. Students also go to reading groups and reading interventions during this PIR ( Priority Individualized Reading) time.

Strategy 1 was on providing reading professional development to teachers. The professional development for the year was mainly on STEM to the detriment of Interactive Read Alouds and other literacy professional development. We did have a full BBD on Interactive Read Alouds and Haggerty which were very well received. All three classes do read alouds and student choice free reading time consistently.

Strategy 2 was for Read Across America which was a wonderful, well attended event.

Strategy 3 increased classroom libraries. Teachers saw an increase in books from their classrooms checked out due to more variety of books for students.

Strategy 4 increased our library with fiction and non-fiction books. Our goal was to have 25 students a week check out books outside of their weekly time. We have worked to make the library a calm, quiet reading place for our students during recess and lunchtime.

Strategy 5 was to use real world periodicals in classrooms. All teachers use these with their students.

Strategy 6 was to purchase books for our PIR time. CAASPP reading scores for students showed a slight increase but we see the need for intense literacy focus for our students.

Strategy 7 increased summer reading and love of reading for our students. We again able to build student libraries with birthday, holiday and summer books. All teachers ad staff are encouraged to talk about reading with students with prompts like, "What is your favorite book? Why?" Bulletin

boards on reading in classroom and hallways are focused on reading. Rewards for good behavior or academics are often books. AR prizes go out trimesterly and our librarian has provided monthly library events that are very fun and desirable. The last primary students was to have twenty students but fifty-eight signed up to come!

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

We were pleased to be able to do Priority Individualized Reading (PIR) reading time as we had planned, with interventions and teachers doing small, differentiated reading groups with their students. One para worked on reading with students and our teacher librarian did literature circle with small group of third, fourth and fifth graders every other week. After school reading intervention did happen for many grade levels, but not as much as we had hoped.

The district funded BookNook for the school and teachers were able to work with students on this platform in small groups, intervention and after school.

We hosted a very successful Read Across America event. We encouraged parents and families to read at home with our students also.

We did increase the number of books for teaching in the classroom with Haggerty materials and classroom sets of leveled readers.

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.

Due to the after effects of distance learning we see a even greater need for all students to read at or above grade level . Teachers feel (by survey and discussion) that this is a top priority for Central students next year. We will continue with our PIR reading instruction, reading interventions, and professional development on differentiated instructional literacy strategies and STEM interactive read alouds. Interventions will increase for all grade levels. The district will not be funding iRead as we go forward, so this will not be used in the classroom or as a metric.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# 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	\$230,100.00

## 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	\$151,933.00

Subtotal of additional federal funds included for this school: \$151,933.00

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	\$11,050.00
LCFF - Supplemental	\$67,117.00

Subtotal of state or local funds included for this school: \$78,167.00

Total of federal, state, and/or local funds for this school: \$230,100.00

# School Site Council Membership

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

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

Name of Members	Role
Nancy Morgan Link	Principal
Katrina Carvalho	Classroom Teacher
Norma Nunez	Classroom Teacher
Jo-Ann Golfo	Classroom Teacher
Tatiana Gomez	Parent or Community Member
Shannon Moore	Parent or Community Member
Maribel Ruiz	Parent or Community Member
Alejandra Linares Garcia	Parent or Community Member
Carmen Alfaro	Parent or Community Member
Sandra Vasquez	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



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 .

Attested:



Principal, Nancy Morgan Link on 4/25/2023



SSC Chairperson, Shannon Moore on 4/26/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

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

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

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

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

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

Developed by the California Department of Education, January 2019