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	School Site Council (SSC) Approval Date	Local Board Approval Date
Blanche Sprentz Elementary School	34673306033146	August 22, 2023	September 21, 2023

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Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

X Additional Targeted Support and Improvement

Additional Targeted Support and Improvement (ATSI) Subgroups - Asian, English Learners, Hispanic.

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

The Blanche Sprentz Single Plan for Student Achievement (SPSA) aligns with the goals of the district Local Control Accountability Plan (LCAP), which is aligned with state and federal priorities and mandates, including those of Every Student Succeeds Act (ESSA). The long-term goal of eliminating the achievement gap and improving learning outcomes for all students will be a focus. To meet district LCAP goals and ESSA requirements, and to support learning for all students at Blanche Sprentz, this year we will continue our focus on school climate, working as a professional learning community to maximize student growth, and targeting essential standards with evidence-based practices and common assessments.

School Vision and Mission

Blanche Sprentz supports the FCUSD Vision: Empowering All Students to Thrive Through Educational Excellence.

At Blanche Sprentz, our mission is to ensure evident levels of growth for all students in academic achievement and social emotional learning, through a positive, creative, and culturally responsive school climate in partnership with students, staff, families, and the community. Our vision is to prepare all students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful, supportive, and educationally inspiring. Our school climate encourages students to demonstrate openness, trust, self-esteem, self-determination, and respect for self and others. We provide an intentional focus on student achievement.

Language arts, mathematics, social studies, science, technology, physical education, and the fine arts are included in our district adopted curriculum. All subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is reinforced with homework assignments that students can complete independently. Special services are provided by a psychologist, speech pathologist, occupational therapist, behavior specialist, nurse, health clerk, resource specialist, self-contained special education teacher, and library clerk. Students have access to a well-equipped Science, Technology, Engineering, Art, and Math (STEAM) lab to enrich learning and increase exposure to science and technology.

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).

Survey Data is collected in a variety of ways: biweekly Blanche Sprentz Newsletter, School Site Council, English Learner Advisory Committee, weekly teacher communications, Parent Coordinator, and Parent Teacher Organization, are used to gather information and address the needs and concerns of our community ongoing. Our principal regularly receives verbal and written communications regarding parent concerns and kudos, and staff stays in touch with parent concerns by addressing them promptly. Our school solicits input and feedback via regular Blackboard communication, and our district surveys the community regularly during the decision-making process.

Blanche Sprentz parents and families participated in the California Healthy Kids Survey (CHKS) delivered during the 2022-2023 school year. This survey provides our staff with information regarding students' connectedness to school and their current level of risk in areas of healthy choices and mental health. All BSE stakeholders including students, families, and staff review the survey results to ensure we address needs and maintain meaningful programs in order to best support our families and students. Parents reporting "Strongly Agree/Agree" increased in Feeling Welcome on Campus by 27% to 92%. School Materials Reflect My Culture/Ethnicity increased by 9%, and School Adults Really Care for Students increased by 3%. Only 61% of families believe they have input in school decisions. In addition to the CHKS, students in grades 3-5 completed a Panorama Survey three times during the 2022-2023 school year, while teachers in grades TK-2, completed a Panorama teacher reflection survey for their students. A major finding across grade levels was that Social-Perspective Taking increased by 14%, while Self-Management increased by 6%.

Classroom Observations

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

Formal evaluations are completed throughout the school year per the district's evaluation process and timeline. Additionally, a formal evaluation may be initiated by the school principal during a non-evaluation year if there is cause for concern. Formal observations for probationary teachers occur twice in the fall and twice in the spring. Tenured teacher formal evaluation is once in the fall and once in the spring during an evaluation year. We have an electronic teacher evaluation process, TalentEd - Perform, that houses our evaluation forms and documents. Classroom observations are made throughout the campus, formally and informally as needed or wanted, and spontaneously. Teacher and staff observations are made on a scheduled and drop-in basis with ongoing support in place to provide guidance, options, and knowledge to better their teaching. Areas of need, strengths, and growth are targeted throughout the school year, providing areas and suggestions for professional development. The school principal also takes advantage of "teachable moments" with staff as they arise during the course of their work and encourages open dialogue and continuous self-reflection on practice for all staff. Using equitable practices to address students' needs continues to be an area of focus for all staff members. All staff will incorporate social-emotional learning and community building activities into their daily routines to welcome all students into each lesson, and to increase student choice and voice in the school setting. Additionally, positive behavior interventions and support will continue to be a focus for the entire school staff.

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)

California Assessment of Student Performance and Progress (CAASPP), Renaissance District Diagnostics, English Language Proficiency Assessments for California (ELPAC), and curriculum-embedded assessment data are used throughout the school year to determine instructional groups, drive interventions/enrichment, and identify patterns of strengths and weaknesses over time. Renaissance diagnostic and growth monitoring assessments are administered to monitor student progress. We have additional district curriculum assessments that are given to appropriately monitor student progress including fluency assessments, Benchmark weekly (formative), Benchmark Unit (summative), enVision MATH topic tests, and SIPPS Mastery tests. These results are used to plan instruction and provide interventions as needed. Teachers participate in a Professional Learning Community (PLC) to dialogue and discuss ways in which to effectively maximize their efforts to support and increase student achievement and decrease the achievement gap in our Low SES students, English Learners, specifically our ASIA and Hispanic students. Every Student by Name (ESBN) meetings are conducted twice yearly to provide structure and accountability around these common assessments and help us target resources for students who need additional support.

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

Teachers collaborate in PLCs and use programs such as Renaissance and Illuminate to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct Renaissance summative assessments at least four times yearly and curricular assessments regularly to monitor student progress, as directed by the district's adopted curriculum. Data from these sources direct discussions among staff to increase student learning support and progress. Benchmark Advance provides teachers with online assessment tools that can be disaggregated in a number of ways including by-student-by-standard.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Blanche Sprentz are highly qualified and appropriately credentialed.

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

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. Training in SIPPS, Handwriting Without Tears, and all district adopted curricula have been made available to all teachers at our site. Our site coaches have worked with the district lead teachers to learn best practices for English language arts, math, and science instruction, and have shared these practices at site level staff meetings. During the 2022-2023 school year, our school PLC Facilitators attended professional development in implementing PLC work at our site.

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

Staff are provided district and site-based targeted Professional Development (PD) to meet their ongoing needs. All PD addresses Common Core State Standards while increasing implementation of evidence-based instructional strategies.

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

District and site level PLC facilitators, our Department Chair, and our Intervention Teacher provide support for staff. We offer release days for teachers to gain insight and a deeper understanding of the core curriculum. These PD days/collaborations center around curriculum delivery and need analyses. Teachers support one another during PLC time discussing and researching essential standards, assessments, instructional strategies, and effective teaching efforts for their classrooms.

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

Grade level PLC meetings occurred three times monthly during the 2022-2023 school year, and centered around data analysis, reading, writing, and math instruction, and identifying essential standards for each grade level. Common Planning Time (CPT) will expand to all grade levels in the 2023-2024 school year.

Teaching and Learning

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

The state recommended and evidence-based materials are used to support instruction. The district adopted curriculum and supplementary support materials that align with the common core are used, such as SIPPS and Renaissance. Teachers participate in district-led staff development and work with materials aligned with performance standards, the Elementary and Secondary Education Act (ESEA), and Common Core. Next Generation Science Standards (NGSS) aligned curriculum, Amplify, was adopted for implementation in the 2019-2020 school year. Initial implementation during 2019-2020 varied widely between classrooms and continued professional development, refinement, and monitoring of instruction is necessary to facilitate a strong implementation of this curriculum school-wide state recommended and evidence-based materials are used to support instruction.

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

State-mandated instructional minutes are provided. Language arts and math times are protected from interruptions or pull-out supports to help maintain the fidelity and integrity of academic programs.

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

District and site pacing guides are used. District-mandated assessment windows facilitate monitoring of student progress. Classes share students based on SIPPS levels and needs, providing leveled reading instruction to meet the needs of all learners. Other times, such as Multi-Tiered System of Supports (MTSS) or "Bear Workshop," are implemented in which grade level teams' group and share students for targeting needed instruction.

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

The Sacramento County of Education conducted a Williams Act review and Blanche Sprentz was found to be in compliance. All classes have curriculum to support grade level learning for all students.

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

Instructional materials include Benchmark Advanced for ELA, enVision MATH, TCI for Social Science/History, and Amplify science, all of which align with Common Core State Standards (CCSS). Teachers have been trained in the use of supplemental material including but not limited to Second Step, Daily Five, Step Up to Writing, Lexia, SIPPS, and Renaissance.

Opportunity and Equal Educational Access

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

BSE has an Intervention Teacher who supports all grade levels and works with teachers to develop Multi-Tiered Systems of Supports. We have a BIA that supports our English Learners in their general education classrooms. In addition, we work with a community partner called Folsom's Hope, which provides the Bears and Mentors (BAM) program, partnering students identified as at-risk with mentor volunteers. We are staffed with support from our district Early Intervention Program (EIP), which provides individual and small group counseling and support to students identified by teachers as needing extra social-emotional support, based on the Second Step curriculum. We have a resource teacher for students who require more intensive special education support than can be provided through a push-in and/or pull-out resource model.

Evidence-based educational practices to raise student achievement

In order to create a positive, safe, and orderly school climate, our school increased the implementation of PBIS during the 2022-2023 school year. Last year we increased the number of reward opportunities, highlighted the character of the Week with fidelity, provided weekly shout-outs and charms to students from each class, collectively built a site-wide behavioral matrix, and implemented a progressive discipline ladder. Our teachers were trained in Second Step strategies designed to build character in our students. Our grade level Professional Learning Community (PLC) teams meet regularly to review data and refine instruction to support continuous student growth. Several of our teachers are participating in the Language Essentials for Teachers of Reading and Spelling or LETRS. This intensive training affects how teachers teach the sounds of letters and sight words.

Parental Engagement

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

Parents are encouraged to attend Back to School Night, Open House, School Site Council meetings, and PTO meetings and events. Biweekly school newsletters are sent home via email and text and linked to our school website and the PTO Facebook social media site. Time sensitive information is relayed through Blackboard Connect phone messages and texts. Our website is updated regularly to assist parents in accessing needed information and contacting teachers and staff. BAM and after-school Student Care provide extra mentoring and tutoring support to students. We work with community partners such as Blessings in a Backpack to provide food and needed items to families identified by our staff. Our site conducts regular RtI and SST meetings to target the needs of individual students identified as academically at risk by families and/or staff. The full continuum of special education services is available to students found eligible.

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)

Our School Site Council (SSC) consists of five parents, the principal, three teachers, and one other staff member, and meets 6 times per school year. Our PTO meets a minimum of one time per month, and our English Learner Advisory Committee (ELAC) meets 3 times per year. Each of these groups' reviews school progress and ongoing concerns and provides input in our Single Plan for Student Achievement (SPSA).

Funding

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

Categorical programs cover professional development (e.g., LETRS) and supplemental programs (e.g., Lexia English) and our Bilingual Instructional Aide.

Fiscal support (EPC)

District services and funding are provided to support Folsom Cordova Unified School District (FCUSD) LCAP goals.

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

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of our Single Plan for Student Achievement (SPSA). Our School Site Council (SSC) provides input into the plan during our scheduled meetings, noting areas of concern and growth. Our site council reviewed the final SPSA in September 2022, and our staff reviewed the plan in May 2023. In composing this year's SPSA, our principal reflected on teacher and community input collected from the CHKS and Panorama surveys during the 2022-2023 school year.

Throughout the year, Blanche Sprentz involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:
Site Leadership teams(Guiding Coalition, Climate Facilitator Team, or PBIS, with monthly meetings)
School Site Council (SSC) meets 6 times a year (reviews and approves the plan by September of the current year; monitors throughout the year)
English Learner Advisory Committee (ELAC) minimum 3 times a year
Parent Survey - California Healthy Kids Survey (fall)
Every Student by Name (ESBN) and Class Placement meetings three times a year
Consultations with the Director of Categorical Programs (ongoing)
Faculty meetings (LCAP workshop and review)

Resource Inequities

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

While we have shown significant increases in academic performance overall, there are achievement gaps among the following groups: English Learners, Low Income Students, and Students with Disabilities. Blanche Sprentz will focus on best instructional and social emotional practices to address these achievement and access gaps to ensure that all students are succeeding.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.25%	%	0.55%	1		2
African American	1.47%	1.2%	1.38%	6	4	5
Asian	8.82%	11.5%	7.18%	36	40	26
Filipino	0.74%	1.4%	0.83%	3	5	3
Hispanic/Latino	19.61%	21.2%	21.27%	80	74	77
Pacific Islander	0%	%	%	0		
White	56.62%	55.3%	56.08%	231	193	203
Multiple/No Response	12.25%	9.2%	12.71%	50	32	46
			Total Enrollment	408	349	362

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	130	135	129
Grade 1	58	30	50
Grade 2	43	38	36
Grade3	67	32	42
Grade 4	59	57	44
Grade 5	51	57	61
Total Enrollment	408	349	362

Conclusions based on this data:

1. BSE has a diverse student body with about 21% of students identifying as Hispanic/Latino.
2. BSE's enrollment saw a decrease during the COVID pandemic from 2019-2021.
3. 43% of BSE's student population identifies their race/ethnicity as other than white, including: African American, Asian, Filipino, Hispanic/Latino, and Multiple Ethnicities.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	45	35	32	11.0%	10.00%	8.8%
Fluent English Proficient (FEP)	16	17	13	3.9%	4.90%	3.6%
Reclassified Fluent English Proficient (RFEP)	0	3		0.0%	8.6%	

Conclusions based on this data:

1. English Learners make up a little more than 10 percent of BSE student enrollment.
2. About 5% of BSE students our Fluent English Proficient meaning they speak English proficiently as well as at least one other language as well.
3. The Reclassification of English Learners at Blanche Sprentz decreased dramatically during the COVID pandemic, but an increase of 6.7% was seen in 2020-2021.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	37	47	45	0	44	45	0	44	97.8	0.0	93.6
Grade 4	49	56	47	49	0	46	49	0	46	100	0.0	97.9
Grade 5	49	62	65	49	0	64	49	0	64	100	0.0	98.5
All Grades	144	155	159	143	0	154	143	0	154	99.3	0.0	96.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2446.		2404.	31.11		22.73	28.89		13.64	22.22		25.00	17.78		38.64
Grade 4	2491.		2476.	32.65		30.43	22.45		28.26	24.49		21.74	20.41		19.57
Grade 5	2526.		2553.	18.37		42.19	48.98		28.13	22.45		17.19	10.20		12.50
All Grades	N/A	N/A	N/A	27.27		33.12	33.57		24.03	23.08		20.78	16.08		22.08

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.11		22.73	53.33		50.00	15.56		27.27
Grade 4	40.82		30.43	38.78		58.70	20.41		10.87
Grade 5	26.53		37.50	61.22		54.69	12.24		7.81
All Grades	32.87		31.17	51.05		54.55	16.08		14.29

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.56		18.18	64.44		45.45	20.00		36.36
Grade 4	18.37		4.35	63.27		69.57	18.37		26.09
Grade 5	36.73		32.81	53.06		57.81	10.20		9.38
All Grades	23.78		20.13	60.14		57.79	16.08		22.08

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33		15.91	57.78		63.64	8.89		20.45
Grade 4	30.61		17.39	63.27		73.91	6.12		8.70
Grade 5	16.33		14.06	73.47		81.25	10.20		4.69
All Grades	26.57		15.58	65.03		74.03	8.39		10.39

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.89		13.64	53.33		50.00	17.78		36.36
Grade 4	28.57		13.04	42.86		76.09	28.57		10.87
Grade 5	26.53		28.13	48.98		59.38	24.49		12.50
All Grades	27.97		19.48	48.25		61.69	23.78		18.83

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

Conclusions based on this data:

1. The percentage of 3rd-5th grade students meeting or exceeding standards in ELA fell from 2018-2019 to 2021-2022 after the COVID pandemic.
2. 5th grade is the leading grade level with 70% of students meeting and/or exceeding standards.
3. 5th grade is a far leader in the Writing domain with 91% of students meeting and/or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	37	47	45	0	45	45	0	45	97.8	0.0	95.7
Grade 4	49	56	47	49	0	46	49	0	46	100	0.0	97.9
Grade 5	49	62	65	49	0	64	49	0	64	100	0.0	98.5
All Grades	144	155	159	143	0	155	143	0	155	99.3	0.0	97.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2452.		2410.	26.67		20.00	33.33		22.22	28.89		24.44	11.11		33.33
Grade 4	2482.		2490.	18.37		26.09	28.57		26.09	32.65		32.61	20.41		15.22
Grade 5	2511.		2522.	28.57		25.00	14.29		20.31	28.57		35.94	28.57		18.75
All Grades	N/A	N/A	N/A	24.48		23.87	25.17		22.58	30.07		31.61	20.28		21.94

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.00		24.44	37.78		42.22	22.22		33.33
Grade 4	32.65		36.96	32.65		39.13	34.69		23.91
Grade 5	34.69		21.88	30.61		51.56	34.69		26.56
All Grades	35.66		27.10	33.57		45.16	30.77		27.74

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.56		22.22	51.11		46.67	13.33		31.11
Grade 4	26.53		21.74	48.98		58.70	24.49		19.57
Grade 5	20.41		23.44	59.18		64.06	20.41		12.50
All Grades	27.27		22.58	53.15		57.42	19.58		20.00

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33		26.67	48.89		51.11	17.78		22.22
Grade 4	24.49		21.74	42.86		56.52	32.65		21.74
Grade 5	22.45		21.88	48.98		60.94	28.57		17.19
All Grades	26.57		23.23	46.85		56.77	26.57		20.00

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

Conclusions based on this data:

1. 3rd grade has seen a significant decrease in at standards/above standard from 60% to 42%.
2. 4th and 5th graders have seen a gradual increase in the percentage of students at/above standard with 47% to 52% (4th) and 42% to 45% (5th).
3. Communicating Reasoning is the strongest domain with 81% of 3rd-5th graders at/above standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1443.4	1413.6	1424.9	1454.4	1424.6	1446.4	1417.5	1387.7	1374.4	22	19	14
1	*	*	*	*	*	*	*	*	*	*	6	9
2	*	*	*	*	*	*	*	*	*	*	*	8
3	*	*	*	*	*	*	*	*	*	6	4	*
4	*	*	*	*	*	*	*	*	*	6	*	4
5	*	*	*	*	*	*	*	*	*	5	10	7
All Grades										44	45	44

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.27	10.53	14.29	31.82	42.11	57.14	31.82	15.79	14.29	9.09	31.58	14.29	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.45	6.67	11.36	40.91	42.22	36.36	31.82	26.67	34.09	6.82	24.44	18.18	44	45	44

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.82	15.79	14.29	40.91	36.84	57.14	18.18	21.05	21.43	9.09	26.32	7.14	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	13.33	18.18	38.64	48.89	43.18	13.64	15.56	20.45	9.09	22.22	18.18	44	45	44

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.64	21.05	0.00	22.73	10.53	35.71	50.00	47.37	42.86	13.64	21.05	21.43	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	8.89	4.55	22.73	20.00	25.00	54.55	46.67	36.36	13.64	24.44	34.09	44	45	44

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.82	15.79	28.57	59.09	63.16	64.29	9.09	21.05	7.14	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.09	15.56	25.00	56.82	66.67	59.09	9.09	17.78	15.91	44	45	44

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	22.73	15.79	14.29	59.09	52.63	78.57	18.18	31.58	7.14	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	31.11	22.73	47.73	48.89	59.09	13.64	20.00	18.18	44	45	44

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.09	10.53	7.14	81.82	57.89	78.57	9.09	31.58	14.29	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	4.44	9.09	75.00	62.22	56.82	15.91	33.33	34.09	44	45	44

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.82	21.05	14.29	45.45	57.89	57.14	22.73	21.05	28.57	22	19	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	15.56	13.64	65.91	57.78	59.09	15.91	26.67	27.27	44	45	44

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

Conclusions based on this data:

1. The majority of our English Learners are in Transitional Kindergarten and Kindergarten.
2. 57% of ELs are performing in Level 3 overall.
3. The Writing domain remains to be an area for focus due to the majority of students performing at Level 2, while the majority of students perform at Level 3 in the other domains: Oral Language, Listening, Speaking.

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**
362	**22.4**	**8.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Blanche Sprentz 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	8.8
Foster Youth		
Homeless	7	1.9
Socioeconomically Disadvantaged	81	22.4
Students with Disabilities	49	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.4
American Indian	2	0.6
Asian	26	7.2
Filipino	3	0.8
Hispanic	77	21.3
Two or More Races	46	12.7
Pacific Islander		
White	203	56.1

Conclusions based on this data:

1. BSE's percentage of socioeconomically disadvantaged students has increased and remains one of the highest percentages for a Folsom elementary school.
2. Of our English Learners, students identifying as Hispanic/Latino is our largest group.
3. Students identifying as Two or More Races and Asian are next two largest groups.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Academic Performance in English Language Arts and Math and Conditions and Climate are strengths for BSE.
2. Academic Engagement, specifically Chronic Absenteeism, is an area of focus for BSE.

3. BSE does not have enough English Learners to show a Performance Level at this time, but this will still be an area of focus.

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.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	1	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
27.5 points above standard	44.3 points below standard	
139 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
5 Students	8.3 points above standard	51.8 points below standard
	38 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 14.3 points below standard 25 Students	No Performance Level 35.6 points above standard 22 Students		High 35.4 points above standard 84 Students

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**
9 Students	3 Students	32.8 points above standard 124 Students

Conclusions based on this data:

1. Overall, students are showing growth in ELA.
2. Achievement gaps are shown in our socioeconomically disadvantaged students, students with disabilities, and Hispanic students.
3. Students identifying as Two or More Races scored about the same as our students identifying as White.

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.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	1	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
0.5 points above standard	94.0 points below standard	
140 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
5 Students	21.2 points below standard	68.5 points below standard
	38 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 59.7 points below standard 25 Students	No Performance Level 18.1 points above standard 22 Students		High 13.2 points above standard 85 Students

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**
9 Students	3 Students	9.5 points above standard 125 Students

Conclusions based on this data:

1. All students averaged in the High range for Math.
2. An achievement gap is present for our students identifying as students with disabilities, low socioeconomically disadvantaged, and Hispanic.
3. Students identifying as Two or More Races scored higher than our students identifying as White.

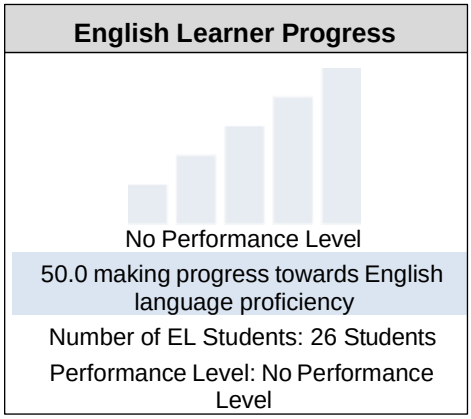
School and Student Performance Data

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
19.2%	30.8%	0.0%	50.0%

Conclusions based on this data:

1. 80.8% of English Learners maintained or progressed at their ELPI level.
2. 19.2% of English Learners decreased one ELPI level or about 5 students.
3. Targeted support is needed for all English Learners.

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. N/A
2. N/A
3. N/A

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.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	2	0	0	0

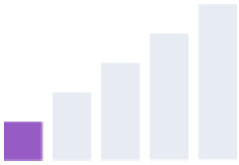
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

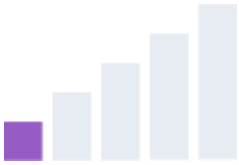
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
24.4% Chronically Absent	39.5% Chronically Absent	
398 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	38.5% Chronically Absent	29.7% Chronically Absent
10 Students	109 Students	74 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	Very High	No Performance Level
91.7% Chronically Absent	Less than 11 Students	27.3% Chronically Absent	Less than 11 Students
12 Students	3 Students	33 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		High
33.8% Chronically Absent	15.4% Chronically Absent		19.3% Chronically Absent
77 Students	52 Students		218 Students

Conclusions based on this data:

1. BSE is in the Very High category for Chronic Absenteeism, and this will be a focus for the following year.
2. Multiple subgroups are in the Very High category including English Learners, Students with Disabilities, Socioeconomically Disadvantaged.
3. Students identifying as White and Two or More Races are in the High category for Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	6

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.2% suspended at least one day	0% suspended at least one day	
408 Students	47 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
9.1% suspended at least one day	0.9% suspended at least one day	0% suspended at least one day
11 Students	114 Students	74 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
12 Students	3 Students	37 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0.5% suspended at least one day
81 Students	52 Students		220 Students

Conclusions based on this data:

1. BSE rated Very Low for Suspension Rate.
2. The student(s) identifying as Socioeconomically Disadvantaged were in the Low category.
3. The suspension rate for is Very Low for all Race/Ethnicity groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Highly Qualified Teachers, Equitable Curriculum and Instruction, and School Facilities

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness. (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair.
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

All students, with a focus on English Learners (EL) and students identifying as Asian (ASIAN) and Hispanic (HS), will receive equitable instruction that supports inclusion of all students from highly-qualified teachers and have access to a curriculum that promotes college and career readiness in a well-maintained school facility.

Identified Need

Our ELs, ASIAN and HS students show lower levels of proficiency in ELA and Math on CAASPP than other student groups and our school average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100%	1.1 Ensure all certificated staff has appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction - Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing.
Williams Act- Facilities	100%	1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
Williams Act - Instructional Materials Audit	100%	1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

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)

Additional Targeted Support and Improvement (ATSI) Subgroups - ASIA, English Learner, Hispanic.

Strategy/Activity

Parent Coordinator creates classroom signage for Williams Act, Behavior Expectations, Safety Drills.

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)
2281	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator creates uniform classroom signage and posts expectations.
893	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELs, ASIAN, HS

Strategy/Activity

General Education Paraeducator 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)	Source(s)
1042	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.

375	LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits

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

Extended Elementary School Clerk Hours

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)
2375	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School Clerk to help build relationships with families and inform staff with special circumstances.
851	LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits

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

Schedule Instructional Coach to Teach a Lesson for Grade Level Teams on Impactful Tier 1 Teaching Strategies (sub costs)

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)
1943	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub Costs for teachers to observe a lesson taught by an Instructional Coach
426	LCFF - Supplemental 3000-3999: Employee Benefits

	Sub Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELs, Reclassified ELs

Strategy/Activity

Bilingual Instructional Assistant

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)
4342	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps. support all students with language support with integrated and designated ELD.
1557	LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits

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

Health Assistant Additional Hours

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)
2200	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant to support all students with Immunizations, field trips and any medical needs.
789	LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits

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

Books Other Than Textbooks to support Behavior Expectations and Positive Behavior Intervention System.

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)
249	LCFF - Supplemental 4000-4999: Books And Supplies Books Other Than Textbooks to support Behavior Expectations and Positive Behavior Intervention System.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL, ASIAN & Hispanic Students

Strategy/Activity

Field Trip 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)	Source(s)
2000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trip Cost Support

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

Intervention Teacher Trains All Teachers on Assessment Best Practices and Collecting Formative and Summative Data

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher Trains All Teachers on Assessment Best Practices and Collecting Formative and Summative Data
9336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits

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.

With BIA support and implementation of designated and integrated ELD, we are consistently able to reclassify a high percentage of our emerging bilinguals as proficient. Our intervention teacher and general education paraeducator work with our unduplicated pupils in small groups and individually to help them access grade level standards and reach grade level proficiency.

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

BSE had no significant differences between our planned budget and expenditures.

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.

Deeper Professional Development continues around Professional Learning Communities and Culturally and Linguistically Responsive Teaching. BSE is adding a General Education Paraeducator to focus on the achievement gap for English Learners (specifically students identifying as Asian or Hispanic).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (state priority 3, 5, and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

Identified Need

Increase of parent, family and community partnerships to increase student attendance and improve academic and social emotional performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 - Attendance Rates - CA Dashboard Data	24.4% of BSE students are Chronically Absent with 5 groups in the Very High category: Asian, Hispanic, EL, SED, SWD and 2 groups in the High category: Two or More Races, White	2.1 Decrease the Chronically Absent percentage by 10% to 14.4% or below.
2.3 - Suspension Data - CA Dashboard & PowerSchool Data	0.2% of BSE students were suspended according to the 2022 CA Dashboard and 0.0% of students were suspended in 2022-2023 according to PowerSchool.	2.3 BSE will continue to use Restorative Practices to address the root cause of poor behavior choices. Suspension will only be used as absolutely necessary for the safety of all students.
2.4 - Volunteers and Parent Attendance	2 parents of unduplicated students attended Site Council,	2.4 Parent and community volunteers will increase by 5%, with an emphasis on engaging

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELAC, and PTO meetings regularly.	parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase Family Partnership Meetings attendance by 10% throughout the academic school year. Parent attendance at English Learners Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.
2.5 - Community Partnerships	5 Community Partnerships: Folsom's Hope, Peterson Place, Folsom Library, Dine & Donate Restaurants	2.5 - Community Partnerships will increase by 5% with an emphasis on engaging families of unduplicated students and special needs subgroups.
2.6 - Communication	5 platforms of communication: Site Council, ELAC, PTO, Bi-Weekly Newsletter, Blackboard Messages	2.6 - Communications from School to Home will increase with a focus on unduplicated students.

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

Sub Costs for all teachers to observe a lesson taught by an Instructional Coach modeling impactful Tier 1 Best Practices.

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)
1943	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub Costs for all teachers to observe an instructional coach.

427	LCFF - Supplemental 3000-3999: Employee Benefits Sub Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL, ASIAN, Hispanic Students

Strategy/Activity

Bilingual Instructional Assistant works with specific students on specific areas of need identified by formative and summative assessments.

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)
4343	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Salary for three 6-hour days supporting EL, ASIAN, and Hispanic student groups.
1557	LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits.

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

Use books that define Restorative Practices for students and support Social Emotional Learning including Self-Regulation and Perseverance.

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)
250	LCFF - Supplemental 4000-4999: Books And Supplies Behavior Support Books for Students

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

School Clerk

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)
2375	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who have been historically marginalized.
851	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

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

Health Assistant

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)
2200	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant works in partnership with our staff, families, and students to increase student health, wellness, and engagement.
789	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

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

Parent Coordinator

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)
2281	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Facilitates family outreach, school communication, and student and family engagement opportunities.
893	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

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

Special Friends Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1830	Donations 2000-2999: Classified Personnel Salaries Special Friends will provide ten hours of weekly counseling for students who need additional emotional support.
1170	Donations 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ELs, ASIAN, HS

Strategy/Activity

General Education Paraeducator

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)
1042	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.
375	LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator Benefits

Strategy/Activity 9

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)

Strategy/Activity 10

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

ELs, ASIAN, HS

Strategy/Activity

Intervention Teacher

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and

	tier 2 and 3 interventions for unduplicated students.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits

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.

BSE has school-wide PBIS behavior matrix, highlight weekly character traits aligned with ROCK, biweekly reward raffles for students earning "Bear Hugs" for modeling good behavior, and a standardized, site-wide progressive discipline matrix.

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

PTO purchased the Book Vending machine, and it has provided additional rewards for positive student behavior.

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

The updates to this goal reflect continued forward movement toward implementing tiers 1, 2, and 3 PBIS strategies at our site.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Cross-Curricular Content Area Instruction

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Provide students with high quality classroom instruction and access to a broad course of study.

Identified Need

The need to integrate literacy and math skills within the content areas in ways that are interactive, highlight the shift towards 21st Century Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.1 Professional Development	3.1 Minimum of two days offered (Blanche Sprentz also incorporates PD in weekly staff meetings, minimum days, and Professional Development days into the ongoing professional learning opportunities at the site).	3.1 Provide the equivalent of two days of Professional Development to implement state standards including math, ELA, ELD & science.
3.2 Professional Learning Community (PLC) Time & Leadership	3.2 Certificated Staff will meet in PLCs during Common Planning Time (CPT) at least 3 times monthly.	3.2 Essential Learning will be planned cross-curricular, and teachers will complete at least 3 15-day challenges based on Maria Nielsen's training.
3.3 EL instructional strategies	3.3 Designated ELD Professional Development (PD) (district and site offerings)	3.3 Train all teachers and administrators in research based EL strategies and ELD (e.g., designated and integrated ELD).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.4 Access to STEAM Activities & Essential Learning	3.4 Elem STEAM participation: Remodeled STEAM Lab, Mystery Science, Young Rembrandts Art Club, DaVinci Day Rotations	3.4 Increase the opportunities for elementary STEAM activities by 5%.

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

Sub Costs for Instructional Coach to Model for All Teachers

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)
1944	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub costs for all teachers to observe best practices from an Instructional Coach
427	LCFF - Supplemental 3000-3999: Employee Benefits Sub benefits.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Coordinator Trains Teachers on Lunch count, Attendance Incentives, and Building Relationships with Community.

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)

2282	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Hours in Front Office
894	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits.

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

Books other than Textbooks

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)
250	LCFF - Supplemental 4000-4999: Books And Supplies PBIS Team identifies books for admin read alouds to improve Emotional Regulation for more learning.

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

Maria Nielsen Training

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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Solution Tree's Maria Nielsen will train all teachers on the 15-day challenge as an approach to PLC work.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELs, ASIA, HS

Strategy/Activity

General Education Paraeducator

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)
1043	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency.
375	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELs, ASIA, HS

Strategy/Activity

Bilingual Instructional Aide

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)
4343	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD.
1557	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 7

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

ELs, ASIA, HS

Strategy/Activity

Intervention Teacher

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students.
9336	Learning Recovery 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 8

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

ELs, ASIA, HS

Strategy/Activity

Program Monitor

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)

Strategy/Activity 9

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

ELs, ASIA, HS

Strategy/Activity

Guiding Coalition 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)	Source(s)
1000	Donations 1000-1999: Certificated Personnel Salaries Guiding Coalition members will be paid for their time to meet before school twice per month to identify and support struggling students.

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

School Clerk Extended Hours to support all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2375	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Wages
852	LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits

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.

Cross-curricular units will increase engagement and offer a broad course of study for all students. Students not meeting standards will be identified by district diagnostics and grade-level common assessments. Weekly, bi-weekly or quarterly meetings with the Program Monitor, BIA, Intervention Teacher, and Guiding Coalition will identify students needing more support as well as develop alternate strategies to support the essential learning.

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

BSE had no significant differences between our planned budget and expenditures.

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.

BSE will continue to focus on the essential standards and align them cross-curricular to expose students to a broad course of study and increase engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Student Proficiency to Grade Level

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Student progress and educational outcomes will be monitored for success using assessment results.

Identified Need

There is a need for collaboration time and PD related to generating pre and post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through MTSS rotations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1 CAASPP ELA	27.5 points above standard for all students (139)	Increase points above standard by 10 points for all students
4.2 CAASPP Math	0.5 points above standard for all students (140)	Increase points above standard by 10 points for all students.
4.3 CAASPP ELA & Math ELPAC EL Progress RFEP	50% of ELs progressed at least one English Learner Performance Index level	Increase ELs progressing at least one level by 5%
4.4 CAASPP Special Ed	68.5 points below standard (32)	Reduce points below standard by 10 points

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

Every Student By Name (ESBN) Meetings in Trimesters 1 and 2

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)
1944	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute cost to relieve teachers from classes and discuss Every Student By Name
427	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Coordinator provides detailed information for teachers to provide equity for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2281	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Wages
894	LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELs, ASIAN, HS

Strategy/Activity

Intervention Teacher

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)
23817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will use district diagnostic and grade-level common assessment data to identify struggling students, develop and implement support strategies to reach mastery of essential standards.
9337	Learning Recovery 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 4

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

ELs, ASIAN, HS

Strategy/Activity

Program Monitor

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)
	District Funded 1000-1999: Certificated Personnel Salaries Program Monitor will meet with BIA, General Education Paraeducator and Principal quarterly to identify struggling students and develop strategies to implement for support to reach mastery of essential standards.

Strategy/Activity 5

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

ELs, ASIAN, HS

Strategy/Activity

Bilingual Instructional Aide

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)
4343	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD.
1557	LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 6

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

ELs, ASIAN, HS

Strategy/Activity

General Education Paraeducator

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)
1043	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Wages
375	LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator Benefits

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

Books other than Textbooks

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)
250	LCFF - Supplemental 4000-4999: Books And Supplies Books for SEL development and problem-solving.

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

School Clerk Extended Hours to support all students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2375	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Wages
852	LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits.

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.

PLC work will increase in effectiveness with more time, training, and accountability.

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

BSE had no significant differences between our planned budget and expenditures.

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.

BSE will move its PLC focus to cross-curricular and culturally and linguistically responsive units to offer students a broad course of study and intervene when students struggle to show mastery.

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	$209,945.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Donations	$4,000.00
LCFF - Supplemental	$73,332.00
Learning Recovery	$132,613.00

Subtotal of state or local funds included for this school: $209,945.00

Total of federal, state, and/or local funds for this school: $209,945.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	73,332	0.00
Donations	4000	0.00
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	4,000.00
LCFF - Supplemental	73,332.00
Learning Recovery	132,613.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	106,417.00
2000-2999: Classified Personnel Salaries	44,021.00
3000-3999: Employee Benefits	56,508.00
4000-4999: Books And Supplies	999.00
5000-5999: Services And Other Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	1,000.00
2000-2999: Classified Personnel Salaries	Donations	1,830.00
3000-3999: Employee Benefits	Donations	1,170.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,149.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	42,191.00
3000-3999: Employee Benefits	LCFF - Supplemental	17,993.00
4000-4999: Books And Supplies	LCFF - Supplemental	999.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,476.00
Goal 2	55,479.00
Goal 3	50,495.00
Goal 4	49,495.00

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
Jenna Schuette	Principal
Kim Gardner-Smith	Classroom Teacher
Julie Smith	Classroom Teacher
Jill Godtland	Classroom Teacher
Kandice White	Other School Staff
Katie Salcone	Parent or Community Member
Ming Yang	Parent or Community Member
Khoa Tran (ELAC Representative)	Parent or Community Member
Jeff Shunta	Parent or Community Member
Silpa Patel	Parent or Community Member
Christian Cogil	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Jenna Schuette	Principal
Maria Swaney	Other School Staff
Khoa Tran	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

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 August 22, 2023.

Attested:

Principal, Jenna Schuette on 8/22/2023

SSC Chairperson, Katie Salcone, verbal consent virt mtg on 08/29/23

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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 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.

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Site Council (SSC)

Agenda 2023-2024

Principal: Jenna Schuette
SSC Chair: Initially TBD – (Katie Salcone)
SSC Secretary: Initially TBD – (Jeff Shunta)
Meeting Date: August 22, 2023
Meeting Location: Teams Meeting
Starting Time: 4:00pm
Ending Time: 5:00pm
Participants: Jenna Schuette, Jeff Shunta, Christina Cogil, Jill Godtland, Julie Smith, Katie Salcone, Kim Smith, Kandice White

#	Item/Time Limit	Actions Requested	Person Responsible
1	**Call to Order** (1 minute)	None	Principal Schuette
2	**Roll Call** (1 minute)	None	Principal Schuette
3	**Intros** (5 minutes)	None	Principal Schuette
4	**Reading and Approval of the Minutes** (5 minutes)	Minutes Approved	Secretary
5	**New Business** (30 minutes): ● Site Council – Why/What? ● Site Plan Overview ● SPSA Plan Vote – No Opposed ● Site Council Nominations/Approval	Principal Schuette presented information concerning Site Council, Site Plan, DAC Nominations. In addition, SPSA Plan was brought to a vote and approved without opposition. Site Council positions of Chair (Katie Salcone) and Secretary (Jeff Shunta) were nominated and approved for 23-24 roles	Principal Schuette
8	**DAC Nomination**	Open call for DAC position given, as of yet unresolved	Principal Schuette
9	**Adjournment** (1 minute):	None	SSC Chair

Next Meeting: October 3rd, 2023 @ 4pm PST