



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Blanche Sprentz Elementary School	34673306033146	September 14, 2021	October 21, 2021

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Purpose and Description.....	4
School Vision and Mission .....	4
School & Community Profile .....	4
Comprehensive Needs Assessment Components .....	6
Data Analysis .....	6
Surveys .....	6
Classroom Observations .....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement .....	10
Resource Inequities .....	10
School and Student Performance Data .....	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results .....	17
Student Population.....	19
Overall Performance .....	21
Academic Performance .....	22
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1 .....	33
Goal 2.....	37
Goal 3.....	42
Goal 4.....	45
Budget Summary .....	49
Budget Summary .....	49
Other Federal, State, and Local Funds .....	49
School Site Council Membership .....	50
English Learner Advisory Committee (ELAC).....	51
Recommendations and Assurances .....	52
Instructions.....	53
Instructions: Linked Table of Contents.....	53
Purpose and Description.....	54
Stakeholder Involvement.....	54

Resource Inequities .....54

Goals, Strategies, Expenditures, & Annual Review .....55

Annual Review .....56

Budget Summary .....57

Appendix A: Plan Requirements .....59

Appendix B: .....62

Appendix C: Select State and Federal Programs .....64

## Purpose and Description

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

Schoolwide Program

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

The 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

The faculty and staff at Blanche Sprentz Elementary School (BSE) believe that a child's education is a responsibility shared by the school, students, family, and community. Our mission is to promote individual growth, academic achievement, and creativity for all students through a positive school climate involving cooperation and communication among students, staff, parents, 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 ongoing opportunities for learning and continuously focus on student achievement. We recognize and stimulate special talents in all students.

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.

## School & Community Profile

Blanche Sprentz Elementary (BSE) is located on a tiered hillside just a few miles east of the American River and south of Folsom Lake, in north Folsom, California. BSE has a rich heritage of community pride and neighborhood charm. The campus presents an inviting landscape as it sits on the corner of Flower Drive and Willowmere Drive with its well-maintained landscape and clean aesthetic. It is complemented by the beautiful and spacious Ed Mitchell Park equipped with tennis courts, and neighborhood dog-walkers, making it a hub for our community.

Blanche Sprentz's enrollment was 344 students in the 2020-2021 school year, which is a 16% drop likely due to the COVID-19 pandemic. Of the total number of students enrolled, 21% were identified as socioeconomically disadvantaged. In addition, 10% of our students were English Language Learners (ELL). The school's largest ethnic group is white, with 55% of the school population identifying themselves as white. In terms of racial subgroups, significant numbers include Hispanic at 21.2%, two or more races at 9.2%, and Asian at 11.5%. All of our teachers hold state-approved teaching credentials. We have a library clerk and parent coordinator who facilitate educational opportunities for all our students.

All of our educational programming operates with three tenets in mind, "All means all," "We are here for the children," and "Parents are their children's first teacher."

Blanche Sprentz Elementary School provides a challenging curriculum aligned with the district adopted curriculum while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing formative assessments guide the development of appropriate interventions to meet the needs of each student. We hold Student Study Team (SST) meetings for students as needed, based on parent and/or teacher requests, and regular reviews of student performance data during Every Child by Name (ECBN) meetings. We assess students for 504 plans and special education services when needs are suspected and/or identified, or when appropriate requests for testing are received. Gifted and Talented Education (GATE) students are clustered in fourth and fifth grades, and conferences are held between the parent/guardian and teacher to discuss differentiated instruction to meet their child's needs for enrichment. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is taught school-wide from kindergarten through second grade, with some SIPPS instruction continuing into the third grade for students who need additional support. Our English Learners (EL) receive both designated and integrated instruction from their classroom teacher as well as the Intervention teacher. Additional translations and support come from the assistance of a Bilingual Instructional Assistant (BIA), who supports students in their general education classrooms.

Blanche Sprentz maintains a positive school environment through teamwork and the efforts of our staff, students, and families. Our hardworking school staff is called upon to model the behavior we expect from our students. We expect our staff and students to be Respectful, On-time, Courageous, and Kind (ROCK). We facilitate the Special Friends program at our site two days per week, as well as Positive Behavior Interventions and Supports (PBIS) based upon clearly defined standards of student behavior, consequences, and rewards, and including weekly character awards, biweekly raffles, and trimester awards. Before and after school care is provided by our Student Care Center and Folsom STARS. During all school activities, including extracurricular, emphasis is placed on developing personal responsibility and a social conscience. We teach students to support their own and one another's social, intellectual, and emotional growth, and to support and advocate for one another. We offer extra-curricular activities including student council and chorus, and Young Rembrandt and Good News Club (offered by community partners on site). Our strong Parent Teacher Organization (PTO) enhances positive parent/teacher/principal interactions, communication, and cooperation, provides a calendar full of fun activities for students, and supports the school site and facilities. Unfortunately, due to COVID-19 restrictions, any extra-curricular activities and events beyond essential staff have been restricted for the health and safety of our students, staff, and families.

Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education, and we enjoy a high rate of parent and community volunteerism. We encourage a productive partnership between home and school, including frequent and open communication. Our PTO is extremely active, with the participation of parents, community members, teachers, and our site principal, and provides many activities, fundraisers, and events for the students and families of Blanche Sprentz. The school expends considerable time and resources establishing strong connections to our families and community through our School Site Council (SSC), communications using Blackboard Connect, soliciting input through district surveys, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and school web page keep families informed about schedules, events, and activities happening at school. Frequent communications from teachers by email, phone, and text, regular conferences, and parent involvement in the classroom all help to build a positive learning environment and strong relationships. We collaborate with community partners including the PC Pals/Intel program, Oak Hills Church (for a community service day) Folsom's Hope, Kaiser Permanente, Micron Corporation, Sacramento Rivercats, Folsom Parks and Recreation, Folsom Rotary Club, Folsom Lions Club, and Folsom Police and Fire Departments. Many parents are frequent and active volunteers in the classroom, providing robust support for students and staff. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets monthly and they play a key role at Blanche Sprentz. In addition to providing fun extracurricular opportunities, they provide supplemental instructional materials for each classroom, help fund classroom field trips, and provide funding for after school clubs. Unfortunately, due to COVID19 restrictions, any extra-curricular activities and events beyond essential staff have been restricted for the health and safety of our students, staff, and families.

# 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).

The Blanche Sprentz Bear Blast Newsletter, School Site Council, English Learner Advisory Committee, teacher communications, parent coordinator, and Parent Teacher Organization, are used to gather information and to 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 of 5th grade students participated in the parent portion of the California Healthy Kids Survey (CHKS) delivered during the 2020-2021 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. As a team, we review the survey results to ensure we address needs and maintain meaningful programs in order to best support our families and students. A major finding across grade levels was that students do not feel as connected as parents and staff think they do. Across the district, 58% of students chose "Agree" or "Strongly Agree" that there is a caring adult on campus.

In late March of 2021, Folsom Cordova Unified School District's Categorical Programs facilitated the English Learner Advisory Council/School Site Council Needs Assessment Survey to participating staff and parents. Of the handful of surveys completed, a parent responded, "Somewhat agree" to the questions, "Does your student feel welcomed by all staff" and "Does your student feel academically supported by all staff".

## 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 supports 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 dialog and continuous self-reflection on practice for all staff. Based on input from the previous principal as well as observations by the new principal, classroom management and managing student behaviors continues to be a challenge for a small number of staff, and will continue to be an area of focus for the 2021-2022 school year. 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 supports 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), i-Ready, 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. i-Ready 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. Our teachers spent time during the 2019-2020 school year identifying essential standards for ELA and math at each grade level so that their PLC time could target those learning outcomes identified as non-negotiable. Every Child by Name (ECBN) meetings are conducted twice yearly to provide structure and accountability around these common assessments and help us target resources to students who need additional support.

Due to COVID-19 related school closures in the Spring of 2020, CAASPP was not administered, thus testing data for the 2019-2021 school year is not available. Instead, areas of focus will be determined using other sources of data and continued analysis of older testing data from CAASPP. Based on 2018-2019 CAASPP data, areas of improvement can be identified for both English Language Arts (ELA) and math. For ELA, while 49% of students scored at or above standard, the number of students exceeding standards dropped from 38.1% to 26.7% compared to the previous year. There was also a 21% increase in students scoring below standard in Research/Inquiry. In math, the percentage of students scoring at and above standard decreased from 62% to 49% from 2017-2018 to 2018-2019, and the number of students scoring below standard in concepts and procedures increased from 17% to 33%. Finally, the number of students scoring below standard in problem solving and modeling/data increased from 14% to 28%.

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

Teachers collaborate in PLCs and use programs such as i-Ready 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 i-Ready summative assessment three 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 Sprenzt 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 2019-20 school year, our school PLC Guiding Coalition attended professional development in implementing PLC at our site and provided some PLC training to all site teachers prior to school closures due to COVID-19.

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 coaches provide support for staff. We offer release days for teachers to gain insight and deeper understanding of core curriculum. These PD days/collaborations center around curriculum delivery and needs analyses. Teachers support one another during PLC time discussing and researching 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 at least twice monthly during the 2020-2021 school year, and centered around data analysis, reading, writing, and math instruction, and identifying essential standards for each grade level. Increased grade level collaboration time is needed for the 2021-2022 school year, as some members of grade level teams have changed due to staff moves between grade levels, and weekly grade level team time is necessary to better target essential standards and provide responsive multi-tiered instruction. In addition, teachers new to grade level assignments will need more time with grade level teaching partners to calibrate and synchronize their instruction and assessment.

## 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 supports materials that align with common core are used, such as SIPPS and i-Ready. 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. District adopted curriculum and supplementary supports materials that align with common core are used, such as SIPPS and i-Ready. Teachers participate in district led staff development and work with materials aligned with performance standards, 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.

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 "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, 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 i-Ready.

## Opportunity and Equal Educational Access

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

We have a BIA that supports our EL 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, and the Students Together Achieving Results (STARS) program, which provides after school tutoring and enrichment to identified at-risk students. 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 and a self-contained class for students who require more intensive special education supports than can be provided through a 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 2019-2021 school years. Last year we increased the number of reward opportunities, highlighted the Trait of the Week with fidelity, and provided weekly shout-outs and charms to students from each class, collectively built a site-wide behavioral matrix, and implemented a progressive discipline ladder. When learning shifted to distance learning due to COVID-19 closure, we continued to highlight Traits of the Week by producing weekly videos and providing highlight videos on Fridays in which students modeled the Trait of the Week. 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.

## 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. During the 2021-2022 school year, these meetings will continue in a virtual format. 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 contact teachers and staff. BAM and STARS provide extra mentoring and tutoring support to students. We work with community partners to provide food and needed items to families identified by our staff. Our site conducts regular 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 covers professional development (e.g. LETRS) and supplemental programs (e.g. Lexia English) and release time for ECBN Conferences and our Bilingual Instructional Aide.

## Stakeholder Involvement

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

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

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. Despite COVID-19 related school closure in the spring of 2021, our SSC met in May to discuss needs and concerns for the upcoming school year. Our site council reviewed the final SPSA in August 2021, and our staff reviewed the plan in August as well. In composing this year's SPSA, our principal reflected on teacher and community input collected anecdotally during the 2020-2021 school year as well.

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 (Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

School Site Council (SSC) meets 6 times a year (reviews and approves the plan by September 15, 2021; monitors throughout the year)

English Learner Advisory Committee (ELAC) minimum 3 times a year

Parent Survey (fall and spring)

Every Child by Name (ECBN) 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 Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.24%	0.25%	%	1	1	
African American	1.9%	1.47%	1.2%	8	6	4
Asian	6.43%	8.82%	11.5%	27	36	40
Filipino	0.71%	0.74%	1.4%	3	3	5
Hispanic/Latino	19.76%	19.61%	21.2%	83	80	74
Pacific Islander	0.24%	0%	%	1	0	
White	59.29%	56.62%	55.3%	249	231	193
Multiple/No Response	11.19%	12.25%	9.2%	47	50	32
Total Enrollment				420	408	349

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	164	130	135
Grade 1	47	58	30
Grade 2	70	43	38
Grade3	45	67	32
Grade 4	48	59	57
Grade 5	46	51	57
Total Enrollment	420	408	349

### Conclusions based on this data:

1. Four classes of Transitional Kindergarten students are combined with two classes of Kindergarten students for the total number of Kindergarten students.
2. BSE's current enrollment decreased by 59 students from 2019-2020 to 2020-2021, with percentages of white students seeing the biggest percentage decrease.
3. 35% of BSE's student population identifies their race/ethnicity as other than white, including: African American, Asian, Filipino, Hispanic/Latino.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	46	45	35	11.0%	11.0%	10.0%
Fluent English Proficient (FEP)	16	16	17	3.8%	3.9%	4.9%
Reclassified Fluent English Proficient (RFEP)	8	0	3	15.7%	0.0%	6.7%

### Conclusions based on this data:

1. English Learners make up 11 percent of students.
2. We have had a one percent increase in Reclassified Fluent English Proficient (RFEP) students over the past three years.
3. The Reclassification of English Learners at Blanche Sprenzt has decreased over the last three years, and the COVID-19 pandemic may have played a significant role in this decrease.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39	46	46	39	46	45	39	46	45	100	100	97.8
Grade 4	43	42	49	43	42	49	43	42	49	100	100	100
Grade 5	31	41	49	31	41	49	31	41	49	100	100	100
All	113	129	144	113	129	143	113	129	143	100	100	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2459.	2446.	23.08	34.78	31.11	25.64	28.26	28.89	28.21	28.26	22.22	23.08	8.70	17.78
Grade 4	2467.	2483.	2491.	18.60	28.57	32.65	30.23	26.19	22.45	30.23	26.19	24.49	20.93	19.05	20.41
Grade 5	2526.	2534.	2526.	29.03	26.83	18.37	19.35	43.90	48.98	38.71	14.63	22.45	12.90	14.63	10.20
All Grades	N/A	N/A	N/A	23.01	30.23	27.27	25.66	32.56	33.57	31.86	23.26	23.08	19.47	13.95	16.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	26.09	31.11	46.15	60.87	53.33	38.46	13.04	15.56
Grade 4	25.58	26.19	40.82	53.49	54.76	38.78	20.93	19.05	20.41
Grade 5	29.03	36.59	26.53	61.29	46.34	61.22	9.68	17.07	12.24
All Grades	23.01	29.46	32.87	53.10	54.26	51.05	23.89	16.28	16.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	23.91	15.56	43.59	67.39	64.44	23.08	8.70	20.00
Grade 4	23.26	26.19	18.37	55.81	50.00	63.27	20.93	23.81	18.37
Grade 5	32.26	37.50	36.73	54.84	47.50	53.06	12.90	15.00	10.20
All Grades	29.20	28.91	23.78	51.33	55.47	60.14	19.47	15.63	16.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	21.74	33.33	71.79	67.39	57.78	12.82	10.87	8.89
Grade 4	11.63	11.90	30.61	67.44	80.95	63.27	20.93	7.14	6.12
Grade 5	19.35	17.07	16.33	77.42	75.61	73.47	3.23	7.32	10.20
All Grades	15.04	17.05	26.57	71.68	74.42	65.03	13.27	8.53	8.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.64	34.78	28.89	53.85	60.87	53.33	20.51	4.35	17.78
Grade 4	11.63	26.19	28.57	79.07	59.52	42.86	9.30	14.29	28.57
Grade 5	29.03	39.02	26.53	58.06	51.22	48.98	12.90	9.76	24.49
All Grades	21.24	33.33	27.97	64.60	57.36	48.25	14.16	9.30	23.78

#### Conclusions based on this data:

1. The percentage of 5th grade students exceeding standard in ELA fell from 26.83% in 2017-2018 to 18.37% in 2018-2019, while the number of students meeting standard increased from 43.9% in 2017-2018 to 48.98% in 2018-2019. Therefore, it appears that the majority of students who fell from "exceeds standards" continued to "meet standard" rather than falling "below standard."
2. Based on data from 2018-2019 (CAASPP testing not available in 2019-2020 due to COVID-19 related school closure), 27.27% of 3rd-5th grade students exceeded the standard in ELA, and 33.57% met standard. Therefore, 60.84 of 3-5th grade students are at or above standard in ELA based on available CAASPP data, and 39.16 students are below grade level.
3. In the substandard of research/ inquiry, the number of students reaching standard fell 16.35%, and the number of students falling below standard increased 9.62%. There have been significant gains in the areas of listening and reading.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39	46	46	39	46	45	39	46	45	100	100	97.8
Grade 4	43	42	49	43	42	49	43	42	49	100	100	100
Grade 5	31	41	49	31	41	49	31	41	49	100	100	100
All	113	129	144	113	129	143	113	129	143	100	100	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2451.	2452.	23.08	21.74	26.67	30.77	39.13	33.33	28.21	26.09	28.89	17.95	13.04	11.11
Grade 4	2477.	2476.	2482.	13.95	16.67	18.37	30.23	33.33	28.57	44.19	26.19	32.65	11.63	23.81	20.41
Grade 5	2526.	2501.	2511.	25.81	12.20	28.57	19.35	26.83	14.29	38.71	41.46	28.57	16.13	19.51	28.57
All Grades	N/A	N/A	N/A	20.35	17.05	24.48	27.43	33.33	25.17	37.17	31.01	30.07	15.04	18.60	20.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.03	30.43	40.00	33.33	45.65	37.78	25.64	23.91	22.22
Grade 4	20.93	30.95	32.65	46.51	38.10	32.65	32.56	30.95	34.69
Grade 5	29.03	19.51	34.69	41.94	39.02	30.61	29.03	41.46	34.69
All Grades	30.09	27.13	35.66	40.71	41.09	33.57	29.20	31.78	30.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	32.61	35.56	41.03	52.17	51.11	28.21	15.22	13.33
Grade 4	16.28	23.81	26.53	58.14	42.86	48.98	25.58	33.33	24.49
Grade 5	32.26	9.76	20.41	38.71	60.98	59.18	29.03	29.27	20.41
All Grades	25.66	22.48	27.27	46.90	51.94	53.15	27.43	25.58	19.58



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	30.77	28.26	33.33	53.85	60.87	48.89	15.38	10.87	17.78
<b>Grade 4</b>	25.58	23.81	24.49	58.14	40.48	42.86	16.28	35.71	32.65
<b>Grade 5</b>	22.58	9.76	22.45	58.06	58.54	48.98	19.35	31.71	28.57
<b>All Grades</b>	26.55	20.93	26.57	56.64	53.49	46.85	16.81	25.58	26.57

**Conclusions based on this data:**

1. Looking at CAASPP data available for the last three years, the number of students in 4th and 5th grade who fell from "standard nearly met" to "below standard" increased significantly. The number of 4th graders in "standard nearly met" fell from 44.19% of students to 32.65%, while the number of 4th grader students in "standard not met" increased from 11.63% to 20.41%. The number of 5th graders in "standard nearly met" fell from 38.71% of students to 28.57%, while the number of 5th grader students in "standard not met" increased from 16.13% to 28.57%. The number of students in these two grades did not increase in the "standard met" category, confirming that students moved down, rather than up, on math proficiency. Due to the COVID-19 pandemic, no scores are available for the 2019-2020 or 2020-2021 school years.
2. Based on data from 2018-2019 CAASPP compared to the previous year, the percentage of students in grades 3-5 meeting or exceeding the achievement standard in math decreased from 59% to 51%.
3. Sub-standard scores showing the most consistent declines over a three-year period were in the area of communicating reasoning. Increases in students scoring "below standard" ranged from 2.5% to 16%, with the number of students below standard in 4th grade doubling over the three-year period.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1473.3	1443.4	1487.8	1454.4	1439.2	1417.5	25	22
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	5
All Grades							44	44

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.00	27.27	*	31.82	*	31.82		9.09	25	22
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	47.73	20.45	36.36	40.91	*	31.82	*	6.82	44	44

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.00	31.82	*	40.91	*	18.18		9.09	25	22
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	65.91	38.64	27.27	38.64	*	13.64	*	9.09	44	44

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	80.00	31.82	*	59.09	*	9.09	25	22
<b>All Grades</b>	61.36	34.09	29.55	56.82	*	9.09	44	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	72.00	22.73	*	59.09		18.18	25	22
<b>All Grades</b>	77.27	38.64	*	47.73		13.64	44	44

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	9.09	56.00	81.82	*	9.09	25	22
<b>All Grades</b>	31.82	9.09	52.27	75.00	*	15.91	44	44

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	60.00	31.82	*	45.45	*	22.73	25	22
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	45.45	18.18	47.73	65.91	*	15.91	44	44

**Conclusions based on this data:**

1. The majority of our ELs are in primary grades, specifically K.
2. The ELs are represented in all language levels beginning to well developed.
3. ELs K-5th grade are getting first instruction and ELD support with the Benchmark curriculum.

# School and Student Performance Data

## Student Population

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
408	23.8	11.0	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	11.0
Foster Youth	4	1.0
Homeless	10	2.5
Socioeconomically Disadvantaged	97	23.8
Students with Disabilities	61	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	1	0.2
Asian	36	8.8
Filipino	3	0.7
Hispanic	80	19.6
Two or More Races	50	12.3
White	231	56.6

### Conclusions based on this data:

1. BSE's proportion of socioeconomically disadvantaged students, at 25%, has dropped from the previous year, at 28.1%, but remains one of the highest percentages for a Folsom elementary school.
2. Our percentage of students identified as having disabilities is slightly above local and state averages. This may be in part to having a mild-moderate self-contained class on our site.
3. Our percentage of EL students, at 11%, is a small drop from the 2018-2019 school year, at 13%.






# School and Student Performance Data

## Overall Performance

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Based on 2018 fall dashboard data trend, 2018-2019 i-Ready diagnostic data, and data from 2018-2019 CAASPP, math is a school-wide area of need. In particular, the sub-standards of concepts and procedures, problem solving and modeling data, and communicating reasoning should be areas of focus in the upcoming school year.
2. Our suspension rate increased in 2018-2019 over the prior year, and remained stable in 2019-2020. It should remain an area of focus. We had a total of 17 suspensions during the 2018-2019 and 2019-2020 school years, an increase from 13 in 2017-2018.
3. Chronic absenteeism decreased during the 2018-2019 and remained stable during the 2019-2020 school year, though it remains higher for our ELs and socioeconomically disadvantaged students than the school average.

# School and Student Performance Data

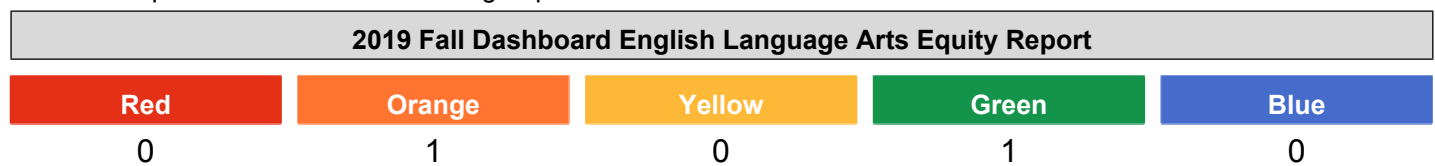
## Academic Performance English Language Arts

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 20.2 points above standard Declined -5.1 points 136	 No Performance Color 26.6 points below standard Declined -8.2 points 22	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 5.2 points below standard Maintained -2.4 points 46	 No Performance Color 0.3 points below standard Increased Significantly ++22.9 points 18



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 6.5 points above standard Increased ++6.9 points 35	<b>Two or More Races</b>  No Performance Color 36.5 points above standard 15	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 23.6 points above standard Declined -9.2 points 79

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 42.8 points below standard Increased Significantly ++24.3 points 16	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 6	<b>English Only</b> 26.1 points above standard Declined -6.7 points 110
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#### Conclusions based on this data:

- Overall, students are showing satisfactory growth in ELA.
- The difference in points between the school average and English Learners is 43.7 points, with EL scoring 43.7 points lower than the site average. Furthermore, the difference between EL and English only students is 68.9, with English only students scoring 68.9 points higher than English Learners.
- The difference in points between the school average and the average for students with disabilities is 20.5 points, with Students With Disabilities (SWDs) scoring 20.5 points lower than the site average.

# School and Student Performance Data

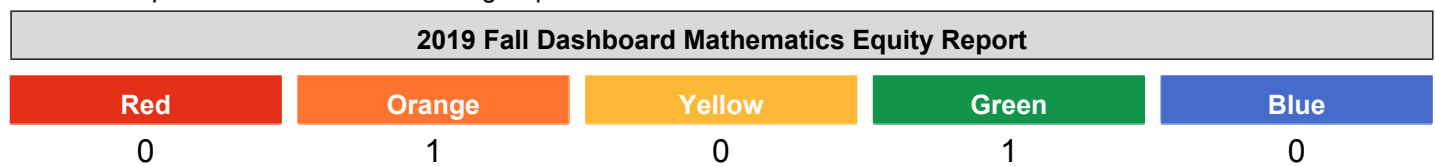
## Academic Performance Mathematics

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






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 0.5 points below standard Increased ++3.2 points 136	<b>English Learners</b>  No Performance Color 42.3 points below standard Declined -10.9 points 22	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Orange 28.7 points below standard Maintained ++1.2 points 46	<b>Students with Disabilities</b>  No Performance Color 46 points below standard Increased Significantly ++23.7 points 18

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b> 	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 14.9 points below standard Increased Significantly ++15.7 points 35	<b>Two or More Races</b>  No Performance Color 6.7 points below standard 15	<b>Pacific Islander</b> 	<b>White</b>  Green 5.1 points above standard Maintained ++1 points 79

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 62.6 points below standard Increased ++5.5 points 16	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 6	<b>English Only</b> 4.5 points above standard Increased ++4 points 110
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#### Conclusions based on this data:

- Based on 2018-2019 CAASPP scores, the overall percentage of students who met achievement standard in math increased by 3.2 points from the previous year. 2019-2020 CAASPP scores were unavailable due to COVID-19 related school closure.
- SWD scored an average of 41.8 points lower than the site average.
- EL scored an average of 27.7 points lower than the site average.

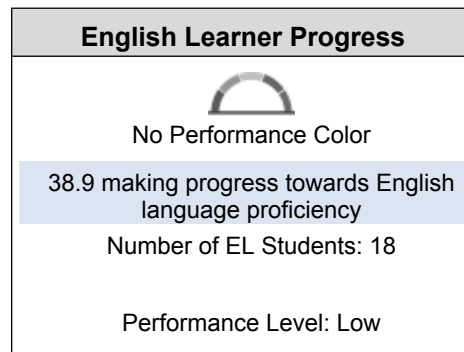
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2	38.8		38.8

#### Conclusions based on this data:

1. In the 2018-2019 school year, there was a 10% increase in ELs scoring proficient over the 2017-2018 school year.
2. Based on fall 2019 ELPAC scores, 77.7% of English learners maintained or progressed one ELPI level, with 4 students showing regression.
3. Average EL proficiency for Blanche Sprenzt is low.

# School and Student Performance Data

## Academic Performance College/Career

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

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

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

# School and Student Performance Data

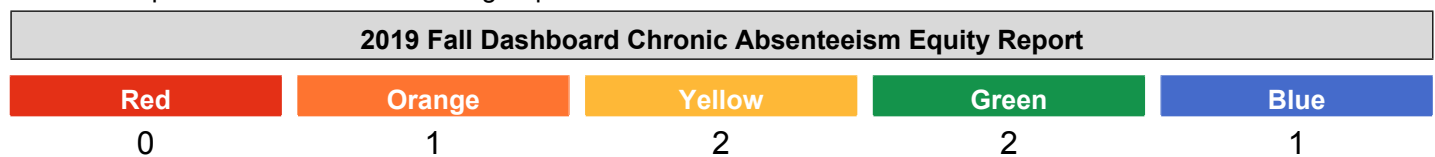
## Academic Engagement Chronic Absenteeism

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 4.4 Declined -0.5 431	<b>English Learners</b>  Yellow 4.1 Increased +2.3 49	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  Orange 10.3 Increased +3.5 117	<b>Students with Disabilities</b>  Green 6.3 Declined -4.6 63

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color 10.3 Increased +5.3 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Blue 1.2 Declined -3.8 84	<b>Two or More Races</b>  Green 5.6 Declined -3 54	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Yellow 4.8 Increased +0.6 251

### Conclusions based on this data:

1. BSE overall 2019-2020 chronic absenteeism rate was reduced by .5% from the 2018-2019 school year.
2. Attendance of our SWD in 2019-2020 increased by 4.6% over the prior year. Hispanic student chronic absenteeism was reduced by 3.8%.
3. Our socioeconomically disadvantaged students showed a 3.5% increase in absenteeism over the previous year, and EL students' absenteeism increased by 2.3%.



# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. N/A

2. N/A

3. N/A

# School and Student Performance Data

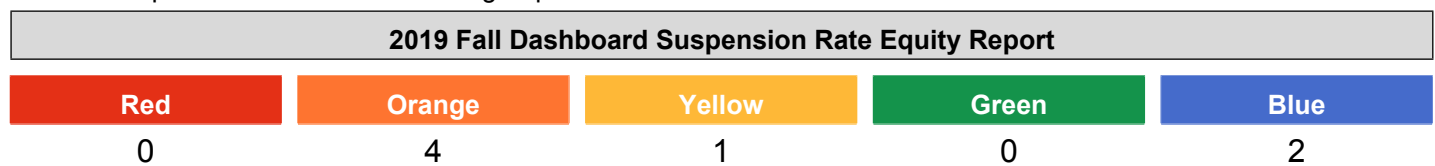
## Conditions & Climate Suspension Rate

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







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 2.1 Increased +0.9 437	<b>English Learners</b>  Blue 0 Maintained 0 50	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Reported 8	<b>Socioeconomically Disadvantaged</b>  Orange 1.7 Increased +1 119	<b>Students with Disabilities</b>  Yellow 1.6 Maintained -0.2 63

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 9	<b>American Indian</b>	<b>Asian</b>  Blue 0 Maintained 0 33	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3
<b>Hispanic</b>  Orange 2.4 Increased +1.1 85	<b>Two or More Races</b>  Orange 1.9 Increased +1.9 54	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Orange 2.4 Increased +0.7 252

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	2.1

#### Conclusions based on this data:

1. Our overall suspension rate increased .9% between fall 2018 and fall 2019 based on Dashboard data.
2. Based on Powerschool data for the 2019-2020 school year, our total number of suspensions was reduced to 13, which was 4 less than the 2018-2019 school year.
3. The suspension rate for SWD and EL remained static, while suspensions increased by 1% over the previous year for socioeconomically disadvantaged students and .7% for white students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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 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.

## Identified Need

Our teachers were trained in Amplify, our district science curriculum that aligns with Next Generation Science Standards (NGSS), but implementation was not consistent. Our EL, SWD, and socioeconomically disadvantaged 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
California Assessment Student Performance and Progress (CAASPP), preliminary data	51% of all students met or exceeded the achievement standard in math in 2018-2019. CAASPP scores were unavailable for the 2019-2020 school year due to COVID-19 related school closure.	54% of all students will meet or exceed achievement standard in math.
i-Ready diagnostic assessments	61% of student made at least one year's growth in math during the 2018-2019 school year. Summative iReady diagnostic data was not available for the 2019-2020 school year due to COVID-19 related school closure.	64% of students will make at least one year's growth in math as measured by iReady diagnostic data.

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, including EL, low income students, and SWD

### Strategy/Activity

Having now completed Solution Tree PLC training, a team of 7 staff from BSE will participate in a regional Response to Intervention (RtI) training together, as recommended by our director of curriculum and instruction, to increase RtI implementation and the ability of our grade level teams to systematically address student learning needs. This guiding coalition will then train all staff on PLC and RtI essentials during scheduled professional development staff meetings during the 2020-2021 school year. Rescheduled for September of 2021, this training has been postponed due to COVID19. Principal Schuette will be part of FCUSD's Guiding Coalition, and two BSE teachers, Mrs. Brunolli (1st grade) and Ms. Johnson (3rd grade) will be our site PLC coaches.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
RtI conference costs, substitute teacher  
coverage during teacher participation in  
conference

### Strategy/Activity 2

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

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

All students, including EL, low income students, and SWD

### Strategy/Activity

For all grade level teams, meetings will be held for 30 minutes weekly to focus on data, student achievement, and targeted interventions. These meetings will address district identified essential standards in ELA and math. Targets will be set, and data will be collected to review progress toward identified student growth targets.

### 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 3

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

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

All students, including EL, low income students, and SWD.

### Strategy/Activity

Every Child By Name (ECBN) meetings will be held in September and January between teachers and site principal to foster sharing of student progress data and understanding of individual student needs.

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

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

Amount(s)

500

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Substitute teachers to allow release time for  
teacher/administrator collaboration

#### **Strategy/Activity 4**

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

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

All students, including EL, low income students, and SWD.

Strategy/Activity

Due to teacher movement between grade levels between the 2018-2019, 2019-2020 and 2020-2021 school years, 3 new teachers will be receiving BTSA training, mentoring, and support in the the most up to date educational research and strategies.

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

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

Amount(s)

2000

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
PLC conference costs, substitute teacher  
coverage during teacher participation in  
conference

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

It cannot be determined if Blanche Sprenzt Elementary (BSE) met the CAASPP and i-Ready targets set, as summative assessments were not given during spring 2020 or 2021 due to COVID-19 related school closure. A team of 7 teachers, our guiding coalition, participated in in-depth PLC training provided by Solution Tree, and twice monthly PLC meetings were held with grade level teams to discuss common needs, instructional strategies, and assessments.

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

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.

Since our guiding coalition completed foundational PLC training during the 2019-2020 school year, they will now complete an in-depth Rtl training to guide grade level teams in targeted intervention and support of progress in ELA and math. Due to the movement of teachers between grade levels, additional teachers will complete foundational PLC training so there are trained teachers on each new grade level team. Those adjustments are reflected in goal one of this SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 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

We will reduce student suspensions, reduce bullying incidents, increase attendance, and increase school connectedness for both staff and students. We will increase the efficiency, timeliness, and accessibility of communications from our school. We will maintain a high level of family engagement and community partnerships in support of student learning.

## Identified Need

There was a significant increase in student suspensions during the 2018-2019 school year based on data available in PowerSchool, and suspensions rates remained stable in 2019-2020, though in-person learning was suspended on March 13th, 2020 due to COVID-19. We need to continue to fortify our comprehensive PBIS tier 1 to set, teach and reinforce school-wide behavioral expectations for all students, and increase focus on tier 2 small-group supports, particularly during our distance learning related to COVID-19. Social Emotional Learning (SEL) shall be provided in all classrooms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)	Parent CHKS: From 2018-2019 to 2019-2020, there was a 16% decline in parents reporting that they got updates on how their child was doing between report cards over the previous year, with 52% of respondents saying teachers do this "very well." There was also a 16% increase over the previous year in parents reporting physical fights are at least a small problem at our school with 2% indicating it is a "large problem," and 10% indicating "somewhat a problem." Student CHKS: Students reporting they have at least	Parent CHKS: 60% of parents will respond that our school does "very well" on reporting student progress between report cards. No parents will indicate physical fighting to be a "large problem, and no more than 8% will indicate "somewhat a problem." Student CHKS: No students will respond "no, never" to having at least one caring adult at school. Staff CHKS: No more than 10% of staff will "disagree" that staff support one another, and no more than 20% will disagree or strongly disagree that the



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>one caring adult at school went down 9%, with 7% of students responding "no, never."</p> <p>Staff CHKS: Areas of increased concern included staff support for one another, which went down by 27% over 2018-2019 results, with 19% responding "disagree."</p> <p>Additionally, the number of staff disagreeing that the school promotes trust and collegiality went up by 24% with 24% of respondents indicating "disagree," and 10% indicating "strongly disagree."</p>	<p>school promotes trust and collegiality.</p>
<p>Site PBIS documents, student "Bear Reset" tracking records,</p>	<p>Parent CHKS: 60% of parents will respond that our school does "very well" on reporting student progress between report cards. No parents will indicate physical fighting to be a "large problem, and no more than 8% will indicate "somewhat a problem."</p> <p>Student CHKS: No students will respond "no, never" to having at least one caring adult at school.</p> <p>Staff CHKS: No more than 10% of staff will "disagree" that staff support one another, and no more than 20% will disagree or strongly disagree that the school promotes trust and collegiality.</p>	<p>PBIS posters for each location (hallways, cafeteria, office, etc.) will be posted and referenced daily by all staff in framing behavioral expectations for students. Positive reinforcement of good behavior choices will be recognized through Bear Hug cards.</p>
<p>Suspension data available through PowerSchool</p>	<p>We had a total of 22 site suspensions during the 2018-2019 school year, and 13 during the 2019-2020 school year. Seven total students were suspended one or more times during the 2019-2020 school year. No students were suspended during the hybrid model in the 2020-2021 school year.</p>	<p>We will reduce the number of suspension events from 2019-2020 (13 events) to 2021-2022 by 30%.</p>

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

### Strategy/Activity 1

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

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

All students, including EL, low income students, and SWD.

#### Strategy/Activity

Posters/Banners will be displayed in all areas outlining behavior matrix expectations for that area, indicating expected student behaviors that align with Respect, On-task, Courteous, and Kind (ROCK), and will continue to implement a reward system that celebrates students for showing these elements of pro-social behavior through the uniform distribution of 'Bear Hugs,' which are tokens that can be collected and redeemed for privileges and rewards. Biweekly raffles associated with Bear Hugs to reward students for their positive behavior, and "shout-outs" and charms will be given for the student in each class that best demonstrated the character trait of the week. Restorative Practices will be used to correct poor behavior choices made by 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)

1100

##### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Awards for students demonstrating ROCK

### Strategy/Activity 2

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

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

All students, including EL, low income students, and SWD

#### Strategy/Activity

All teachers will participate in training in social/emotional curriculum and instruction, including Second Step and other available training opportunities, and will implement social emotional lessons weekly throughout the 2021-2022 school year in all learning formats (distance, hybrid, and in-person).

#### 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)

1,000

##### Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures

	Training registration costs and travel.
1,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teachers during training dates

### Strategy/Activity 3

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

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

All students, including EL, low income students, and SWD.

#### Strategy/Activity

All staff meetings will include positive team-building activities and group work with grade level teams, in order to increase collaboration and positive interactions with peers.

#### 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)

200

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Printing and supplies

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

As a result of work done during 2019-2020, we now have a 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 ladder. We made great progress in PBIS tier 1 during the 2019-2020 school year.

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

PBIS training was provided by district staff during 2 teacher PD days, which saved the costs we expected to incur by going to regional training opportunities.

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 tier 1 and 2 PBIS strategies at our site. Our new goal builds upon work done in the 2019-2020 school year, prior to COVID-19 related school closure.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3 - 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

Teachers and support staff will increase student proficiency in ELA, math, and science by using evidence based instructional strategies and effectively implementing district adopted curriculum.

## Identified Need

Student proficiency in math has decreased over the last two years in several sub-standards, including communicating reasoning, concepts and procedures, and problem solving and modeling data. Student growth in ELA must be maintained for some and increased for others. Teachers and staff have not yet implemented the newly district adopted curriculum for science with fidelity in all classrooms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CAASPP data for math	During the 2018-2019 school year, math proficiency dropped from 59% to 51%. Data for 2019-2020 CAASPP is not available due to COVID-19 related school closures.	55% of students will score proficient or above in math on the Spring 2021 CAASPP.
i-Ready diagnostic data from 2018-2019 for math	61% of students made at least one year's growth in math during the 2018-2019 school year. Data for 2019-2020 CAASPP is not available due to COVID-19 related school closures.	66% of students will make at least one year's growth in math during the 2021-2022 school year.
12 of the 20 certificated teachers have committed to LETRS (Language Essentials for Teachers of Reading & Spelling) training for the 2021-2022 school year.	BSE has created weekly after-school meetings to help support LETRS training for teachers.	12 of 20 certificated teachers will complete the full version of the LETRS training within 2 years between 2021-2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly PLC schedule and agendas	PLC grade level teams met two times monthly in 2019-2020 to target essential standards with instruction and assessment.	PLC grade level teams will meet three times per month in 2021-2022 to target essential standards with instruction and assessment.

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, including EL, low income students, and SWD.

### Strategy/Activity

We will use monthly staff PD meeting times throughout the 2021-2022 school year to learn and practice instructional strategies to increase student math proficiency at communicating math reasoning, problem solving, and modeling data, and demonstrating math concepts and procedures, and increasing proficiency with the delivery of Amplify science curriculum.

Our grade level team meetings, which will be scheduled three times per month during the 2021-2022 school year, will focus on ongoing student progress data for identified essential standards in math and will target students in need of additional intervention through additional instruction and assessment.

Our primary and intermediate lead PLC teachers will participate in district training opportunities to identify essential learning, common assessments, intervention, and enrichment, and will share these training with our site staff at grade level 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)
800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute teacher coverage for our site coaches to participate in math and science curriculum training opportunities.

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

BSE made significant progress on this goal. A district lead teacher came to a staff PD to provide math strategy training in fall of 2019. Twice monthly grade level team meetings were held to share teaching strategies and monitor progress. CAASPP and i-Ready diagnostic data was unavailable for 2019-2020 and 2020-2021 due to COVID-19 related school closure, so outcome metrics were unavailable.

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 math and science for the 2021-2022 school year. We will use our grade level meeting times, Rtl training and staff PD to increase our implementation of evidence-based instruction strategies for math, as outlined in the strategies above and in goal 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 4 - 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

Teachers and support staff will increase student proficiency in ELA and math by using evidence based instructional strategies and effectively implementing district adopted curriculum.

## Identified Need

Student proficiency in math has decreased over the last two years in several sub-standards, including communicating reasoning, concepts and procedures, and problem solving and modeling data. Student growth in ELA must be maintained for some and increased for others.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CAASPP data for math	During the 2018-2019 school year, math proficiency dropped from 59% to 51%. Data for 2019-2020 CAASPP is not available due to COVID-19 related school closures.	55% of students will score proficient or above in math on the Spring 2021 CAASPP.
i-Ready diagnostic data from 2018-2019 for math	61% of students made at least one year's growth in math during the 2018-2019 school year. Data for 2019-2020 CAASPP is not available due to COVID-19 related school closures.	66% of students will make at least one year's growth in math during the 2020-2021 school year.
Weekly PLC schedule and agendas	PLC grade level teams met twice monthly in 2019-2020 to target essential standards with instruction and assessment.	PLC grade level teams will meet three times per month in 2021-2022 to target essential standards with instruction and assessment.



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, including EL, low income students, and SWD.

**Strategy/Activity**

Grade-level teams will work collaboratively to identify Tier 2 and Tier 3 students that need additional instruction, support, and re-assessment within small groups by the classroom teacher and/or the 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)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 2**

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

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

All students, including EL, low income students, and SWD.

**Strategy/Activity**

Essential standards will be identified for all students and families in student-friendly language so students can self-monitor their progress on each essential standard.

**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 3**

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

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

All students, including EL, low income students, and SWD.

**Strategy/Activity**

School site will increase communication to families of student goal-setting and students receiving intervention services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 4**

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

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

All students, including EL, low income students, and SWD.

**Strategy/Activity**

School staff will increase the emphasis and instructional strategies to support informational text and academic vocabulary.

**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)
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**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

BSE made significant progress on this goal. A district lead teacher came to a staff PD to provide math strategy training in fall of 2019. Twice monthly grade level team meetings were held to share teaching strategies and monitor progress. CAASPP and i-Ready diagnostic data was unavailable for 2019-2020 due to COVID-19 related school closure, so outcome metrics were unavailable.

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 math for the 2020-2021 school year. We will use our grade level meeting times to increase our implementation of evidence-based instruction strategies for math, as outlined in the strategies above and in goals 1 and 3.

# 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	\$16,600.00

## 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 (\$)
LCFF - Supplemental	\$16,600.00

Subtotal of state or local funds included for this school: \$16,600.00

Total of federal, state, and/or local funds for this school: \$16,600.00

# School Site Council Membership

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

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

Name of Members	Role
Jenna Schuette	Principal
Donna Burton	Classroom Teacher
Rachel Wallace	Classroom Teacher
Kim Gardner-Smith	Classroom Teacher
Kandice White	Other School Staff
Tona Johnson	Parent or Community Member
Ming Yang	Parent or Community Member
Erica Dietrich	Parent or Community Member
Tony Truppa	Parent or Community Member
Katie Salcone	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 ELACMembers	Role
Jenna Schuette	Principal
Kim Gardner-Smith	Classroom Teacher

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 September 14, 2021.

Attested:

J. Schuette  
verbal consent cov

Principal, Jenna Schuette on 9/14/21

SSC Chairperson, Katie Salcone, verbal consent virt mtg on 9/14/21

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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



Sep 8, 3:59:36 PM

MEETING SUMMARY

12

Main meeting participants

0

Redacted participants in main meeting

2:53 PM - 3:59 PM

Start and End time

1h 6m 3s

Meeting duration

50m

Average attendance time

PARTICIPANTS

Name	In-Meeting Duration	First Join time	Last Leave time	Role
Donna Burton DBurton@fcusd.org	1h 3m 18s	2:56 PM	3:59 PM	Attendee
Jenna Schuette JSchuett@fcusd.org	1h 1m 36s	2:57 PM	3:59 PM	Organizer
Jen	1h 1m 22s	2:58 PM	3:59 PM	Attendee
Rachel Wallace RWallace@fcusd.org	1h 47s	2:58 PM	3:59 PM	Attendee
Tona (Guest)	1h 43s	2:58 PM	3:59 PM	Attendee
Tony (Guest)	59m 22s	3:00 PM	3:59 PM	Attendee
Erica Dietrich	57m 38s	3:01 PM	3:59 PM	Attendee
Kim Gardner-Smith KimSmith@fcusd.org	56m 52s	3:02 PM	3:59 PM	Attendee
Katie (Guest)	55s	3:04 PM	3:05 PM	Attendee
Katie (Guest)	50m 10s	3:09 PM	3:59 PM	Attendee
+19163973020	45m 54s	3:09 PM	3:55 PM	Attendee
Ming	21m 29s	3:37 PM	3:59 PM	Attendee

# School Site Council (SSC)

Agenda 2021-2022

**Principal:** Jenna Schuette

**SSC Chair:** Katie Salcone

**SSC Secretary:** Erica Dietrich

**Meeting Date:** September 14, 2021

**Meeting Location:** Teams Meeting

**Starting Time:** 3:00 PM

**Ending Time:**

**Participants:**

#	Item/Time Limit	Actions Requested	Person Responsible
1	<b>Call to Order</b> (1 minute)	None	SSC Chair
2	<b>Roll Call</b> (1 minute)	None	Secretary
3	<b>Additions/Changes to the Agenda</b> (1 minute)	Input	SSC Chair
4	<b>Reading and Approval of the Minutes</b> (5 minutes)	None	Secretary
5	<b>Old Business</b> (5 minutes) <ul style="list-style-type: none"><li>2019 i-Ready Scores: Reading &amp; Math</li></ul>	None	Principal
6	<b>New Business</b> (30 minutes): <ul style="list-style-type: none"><li>English Learner Advisory Committee (ELAC) Input</li><li>Revise 2021-2022 Goals</li><li>Budget Summary</li><li>Approve 2021-2022 SPSA</li></ul>	Input/Information	SSC Chair/Principal
7	<b>Public Comment</b>	Input	SSC Chair
8	<b>Adjournment</b> (1 minute):	None	SSC Chair

**Next Meeting:** October 13, 2021

# School Site Council (SSC)

Agenda 2021-2022

**Principal:** Jenna Schuette

**SSC Chair:** Katie Salcone

**SSC Secretary:** Erica Dietrich

**Meeting Date:** September 8, 2021

**Meeting Location:** Teams Meeting

**Starting Time:** 3:02 PM

**Ending Time:** 3:57 PM

**Participants:** Jenna Schuette, Jen Jarwin, Rachel Wallace, Kim Gardner-Smith, Donna Burton, Tona Johnson, Tony Truppa, Ming Yang, Erica Dietrich, Katie Salcone

#	Item/Time Limit	Actions Requested	Person Responsible
1	<b>Call to Order</b> (1 minute)	None	SSC Chair
2	<b>Roll Call</b> (1 minute)	None	Secretary
3	<b>Additions/Changes to the Agenda</b> (1 minute)	Input	SSC Chair
4	<b>Reading and Approval of the Minutes</b> (5 minutes) <ul style="list-style-type: none"><li>No Minutes - First meeting for 2021-2022</li></ul>	None	Secretary
5	<b>New Business</b> (30 minutes): SSC Elections <ul style="list-style-type: none"><li>Chairperson: Katie Salcone</li><li>Vice Chairperson: Tona Johnson</li><li>Secretary: Erica Dietrich</li><li>Parliamentarian: Rachel Wallace</li></ul> SSC Yearly Training <ul style="list-style-type: none"><li>2019 i-Ready Reading/Math Scores requested</li><li>"I can" Statements added to school website</li></ul> <ul style="list-style-type: none"><li>PTA CA Standards</li><li>Draft SPSA to review</li></ul>	Input/Information  <ul style="list-style-type: none"><li>Email SSC Team</li><li>Put "I can" statements on the website</li></ul> <ul style="list-style-type: none"><li>Email SSC Team</li><li>Email SSC Team</li></ul>	SSC Chair/Principal  <ul style="list-style-type: none"><li>Principal Schuette</li><li>Principal Schuette</li></ul> <ul style="list-style-type: none"><li>Kim Gardner-Smith</li><li>Principal Schuette</li></ul>
8	<b>Public Comment</b>	Input	SSC Chair
9	<b>Adjournment</b> (1 minute):	None	SSC Chair

**Next Meeting:** September 14, 2021

# School Site Council (SSC)

Agenda 2021-2022

**Principal:** Jenna Schuette

**SSC Chair:** Katie Salcone

**SSC Secretary:** Erica Dietrich

**Meeting Date:** September 8, 2021

**Meeting Location:** Teams Meeting

**Starting Time:** 3:02 PM

**Ending Time:** 3:57 PM

**Participants:** Jenna Schuette, Jen Jarwin, Rachel Wallace, Kim Gardner-Smith, Donna Burton, Tona Johnson, Tony Truppa, Ming Yang, Erica Dietrich, Katie Salcone

#	Item/Time Limit	Actions Requested	Person Responsible
1	<b>Call to Order</b> (1 minute)	None	SSC Chair
2	<b>Roll Call</b> (1 minute)	None	Secretary
3	<b>Additions/Changes to the Agenda</b> (1 minute)	Input	SSC Chair
4	<b>Reading and Approval of the Minutes</b> (5 minutes) <ul style="list-style-type: none"><li>No Minutes - First meeting for 2021-2022</li></ul>	None	Secretary
5	<b>New Business</b> (30 minutes): SSC Elections <ul style="list-style-type: none"><li>Chairperson: Katie Salcone</li><li>Vice Chairperson: Tona Johnson</li><li>Secretary: Erica Dietrich</li><li>Parliamentarian: Rachel Wallace</li></ul> SSC Yearly Training <ul style="list-style-type: none"><li>2019 i-Ready Reading/Math Scores requested</li><li>"I can" Statements added to school website</li></ul> <ul style="list-style-type: none"><li>PTA CA Standards</li><li>Draft SPSA to review</li></ul>	Input/Information  <ul style="list-style-type: none"><li>Email SSC Team</li><li>Put "I can" statements on the website</li></ul> <ul style="list-style-type: none"><li>Email SSC Team</li><li>Email SSC Team</li></ul>	SSC Chair/Principal  <ul style="list-style-type: none"><li>Principal Schuette</li><li>Principal Schuette</li></ul> <ul style="list-style-type: none"><li>Kim Gardner-Smith</li><li>Principal Schuette</li></ul>
8	<b>Public Comment</b>	Input	SSC Chair
9	<b>Adjournment</b> (1 minute):	None	SSC Chair

**Next Meeting:** September 14, 2021

# School Site Council (SSC)

Agenda 2021-2022

**Principal:** Jenna Schuette

**SSC Chair:** Katie Salcone

**SSC Secretary:** Erica Dietrich

**Meeting Date:** September 14, 2021

**Meeting Location:** Teams Meeting

**Starting Time:** 3:05 PM

**Ending Time:** 3:46 PM

**Participants:** Jenna Schuette, Katie Salcone, Erica Dietrich, Kandice White, Rachel Wallace, Donna Burton, Tony Truppa, Kim Smith, Tona Johnson, Ming Yang

#	Item/Time Limit	Actions Requested	Person Responsible
1	<b>Call to Order</b> (1 minute)	None	SSC Chair
2	<b>Roll Call</b> (1 minute)	None	Secretary
3	<b>Additions/Changes to the Agenda</b> (1 minute)	None	SSC Chair
4	<b>Reading and Approval of the Minutes</b> (5 minutes)	None	Secretary
5	<b>Old Business</b> (5 minutes) <ul style="list-style-type: none"><li>2019 i-Ready Scores: Reading &amp; Math</li></ul>	None	Principal
6	<b>New Business</b> (30 minutes): <ul style="list-style-type: none"><li>English Learner Advisory Committee (ELAC) Input</li><li>Revise 2021-2022 Goals</li><li>Budget Summary</li><li>Approve 2021-2022 SPSA</li></ul>	Still need an English Learner Representative  No revised 2021-2022 goals  Voted yes to approve the 2021-2022 SPSA  ELO program starting for 1st and 2nd graders  Talked about a support group for students that need social help	SSC Chair/Principal
7	<b>Public Comment</b>	None	SSC Chair
8	<b>Adjournment</b> (1 minute):	None	SSC Chair

**Next Meeting:** October 13, 2021