

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Shirakawa Sr. Elementary School	43-69450-6115943	April 24, 2023	June, 2023

Purpose and Description

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

Schoolwide Program

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.

Shirakawa's School Plan for Student Achievement will effectively meet the ESSA requirements through our stated goals and application of our goals through instruction, professional learning, and leadership practice.

Shirakawa is grounded in our ABC's of Academic Excellence, Building Culture and Community, and Collaboration. Teachers will support academic achievement through their instruction of Guided Reading, personalized learning and review of data through Next Step Guided Reading Assessment (NSGRA), Lexia, Lexia English, Fastbridge Math, and STAR Renaissance Reading/Math. As a school community, we enable a positive school environment through the implementation of a positive school-wide positive support program which includes continued support for the effective practice of SHARK expectations, implementation of an bully-free campaign with assemblies and ongoing classroom presentations, implementation of the 2nd Step SEL program, and building student-teacher rapport for trusted adults. We will build instructional practices through our participation in the District Multi-Tiered System of Support (MTSS) Cohort 1, Tier 1 classroom literacy strategies, grade level collaboration (GLC), lessons and strategies to implement District adopted curriculum, sharing and integrating best practices in grade level and vertical Professional Learning Communities (PLC), differentiating through tiered instruction based on individual student

needs, and both pull-out and push-in intervention for Grades K-8 and English Learner (EL) Newcomers to reach our student learning goals.

To support professional learning, administration will provide support structures for teachers and staff through professional development, instructional coaching, PLC collaboration, data analysis, and adequate resources/access to various school/district adopted curriculums and programs. During teacher collaboration, teachers will focus and support student achievement through MTSS Tier 1 and 2 implementation, ongoing data analysis, fluid and targeted student interventions and instructional planning. The instructional leadership team will meet regularly to reflect and provide feedback, monitor progress through data analysis, and keep the school focused on achieving its vision and mission, as well as annual goals.

To support a positive school culture, safe/inclusive school environment and improve the conditions of learning, administration will provide professional development, coaching, and collaboration time to ensure all staff receives training and resources to implement a school-wide positive discipline plan and shared, location-specific behavior expectations, as we implement the second year of MTSS Multi-Tiered Systems of Support and increase programming to meet the social-emotional needs of students.

To increase parent engagement and support and improve the conditions of learning, administration will provide parent workshops and parent support to help families build capacity to support their child's learning, along with opportunities to help families learn effective communication strategies and support their child's academic, behavioral, and social/emotional growth. The ELAC and SSC will meet regularly to take input from all stakeholders, monitor and reflect on progress through data analysis, and provide feedback for modifications and revisions of practices.

Lastly, through leadership practice, administration will execute the following:

Provide designated grade level planning days to discuss and collaborate on best instructional practices;

Ensure resources are available and provided for teachers to support all levels of student instruction;

Provide professional development based upon staff feedback and identified areas of need;

Provide, review, discuss and apply student data to develop effective instructional practices and strategies during grade level planning days and PLCs;

Observe classroom instruction to provide instructional coaching and feedback on instructional practices and student engagement.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In the Winter of 2023, the Panorama Local Control Accountability Plan survey through was administered to parents, students and staff regarding their satisfaction with school safety, communication, and academics.

Students in Grades 3-8 reported the following with a satisfaction rate of 85% or higher:

86% Do your teachers work hard to help you with your schoolwork when you need it?
85% Do teachers give students a chance to take part in classroom discussions or activities?

Parents responded favorably with a satisfaction rate of 90% or higher in the following areas:

100% Student Engagement
94% Classroom Climate
94% Conditions of Learning
93% Sense of Belonging/School Connectedness
91% School Outcomes

Staff reported the following with a 90% satisfaction rate or higher:

100% I am supported by site level administration to work effectively to meet the goals of my position.
96% Understanding of Mission and Goals
93% Sense of Belonging/School Connectedness
90% Communication

Area of concern for students, parents, and staff are the following:

Students in Grades 3-8 reported the following with an average rating of below 70%:
Other kids at school spread mean rumors or tease
Some have seen bullying
Students don't always feel safe about talking about ideas or feelings in class

Parents reported the following with a satisfaction rate % or below:
I have participated in school activities other than parent-teacher conferences (63%)

Staff reported the following with an average rate of below 80%:
Teachers have sufficient time to look at student data and collaborate regarding instruction.
I feel respected by students
I have the resources and training I need to adequately support my student's social and emotional needs
Students know the behavioral expectations, discipline actions are fair and consistent, attendance issues are addressed by the school,
Students have the opportunities to connect education to real life experiences
Current programming meets the social emotional needs of students, current programming meets the academic needs of students
English learners are provided quality designated and integrated ELD
Our school program meets intervention needs of students in reading or math.
I feel adequately prepared to meet the needs of my students with Disabilities.
I am prepared to co-teach with special education and support staff

The following can be summarized for each of the surveyed groups. For students, Shirakawa established consistent expectations. Students reported that they knew what was expected of them. Students also reported that rules and

expectations were fair. Areas of concern related to students feeling unsafe, not feeling comfortable to express and share their thoughts and ideas in class, or not having a sense of belonging. In addition, concerns about self management, ability to achieve academic outcomes were also expressed.

The greatest need for parents was to engage parents in school participation beyond parent conferences. Overall, for families, Shirakawa School received positive feedback across all areas, especially in communication, access to materials, and access to support services. There still is room for improvement in the area of engaging families beyond parent conferences and creating additional programs for students.

For staff, we saw a substantial increase in their satisfaction with their access to curriculum to support their instruction from the previous as well as the use of technology. Staff also indicated that they rely on meeting in their grade level PLCs to support one another. An area of need was identified in student attendance. In addition a significant area of need was identified in the area of social and emotional growth and well-being. From these findings, Shirakawa has developed specific skills and strategies to meet the needs of our students with the support of parents and our Educational Partners.

Classroom Observations

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

Currently the principal visits classrooms daily and weekly. The school administration in the past has articulated a focus on engagement, goal setting, learning targets, differentiated instruction, and evidence of grade level collaboration. Most recently, with the return to classroom instruction and a significant variation of student attendance due to COVID, the focus has been on student engagement, instructional management, academic growth targets, and parent engagement.

Teachers are provided with feedback on a formal and informal basis, and concerns are addressed individually with teachers. Classroom observations are also used to authenticate staff development experiences for the teachers. The school administration has articulated their professional development around rigor, relevance, and student engagement, as well as Professional Learning Communities (PLCs). From there, we work collaboratively to develop expectations for all staff at Shirakawa School in both academic growth and social-emotional wellbeing.

Past requirements for distance learning allowed teachers to focus on increasing their technology skills and tools, engaging students by integrating the usage of online applications. Teachers became well versed in maximizing their own professional growth in the various platforms such as Google slides, Google Classroom, Nearpod, and others, to allow students to collaborate, even in a distance learning environment. With our students back on campus, Shirakawa staff has continued deep development of strategies to incorporate the benefits of distance learning with the rigors and social skills necessary for in-person learning. As a staff, we worked towards improving our positive school climate and culture, positive and engaging learning experiences for all students, as well as integrating social-emotional wellbeing for students and staff into our work.

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)

With prior year and beginning of the school year District STAR test results, teachers had the opportunity to inform and strategize their instruction to best fit their students' needs. Review of STAR Reading and Math data for students in grades 1-8, along with Fastbridge Math for grades 7-8, was available for all three trimesters, as well as the CAASPP modified assessment. Based on this analysis, students were recommended for initial intervention groups to meet their individual needs. The intervention groups were led by teachers in the classroom and through Extended Learning Opportunities.

Teachers also administered the STAR Reading for grades 3 - 8, STAR Math for grades 3-6, and Fastbridge Math for grades 7-8 as part of their beginning of the year (BOY) assessments. For our primary students, the Next Step Guided Reading Assessment (NSGRA) was administered. Based on student performance, teachers were able to target specific areas of need for students. These district assessments were also administered at the end of each trimester.

ELPAC testing was administered to all newcomers and incoming Kindergartners at the start of the year. English Learning students who were previously identified were assessed for their progress in English Language Proficiency through the English Learners Proficiency Assessment for California (ELPAC) in April of the current academic year. The local scoring tool is used to provide teachers with immediate feedback so they can make informed placement choices. Parents of students new to the school system or new to the state or country are provided with a copy of these results. The previous year's ELPAC scores are provided to teachers. Grade level teams identify and work on the instruction for both designated and integrated strategies to be provided to students.

During the year, teachers conduct test chats with our English Learners to ensure that students understand their ELPAC assessment results and create achievable goals. This year, the staff at Shirakawa school will continue to use ELPAC test chats with students to improve the students' awareness of their English Proficiency as well as set steps that ultimately will make the student become proficient in the English language and therefore become reclassified as English proficient.

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

Grade level PLCs meet once a month and after district checkpoints each trimester to review and discuss individual and grade level data. Teachers/Admin pull the data using Data Zone and STAR Renaissance. Teachers analyze data from different data points, including individual results, standard based analysis, and peer comparison analysis. Teachers meet with the principal to discuss their data results and establish short term goals that are data driven and aligned with overall SPSA goals. Grade level teams work in their PLCs to articulate high achieving, at grade level, and below grade level groups and develop instructional plans that directly meet the need of the students with each of the groups.

Grade level teams consistently monitor their students assessment results and adjust their instruction and planning to help their students to succeed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Shirakawa School have met the criteria and are identified as highly qualified teachers, with 100% of teachers possessing valid teaching credentials for the position they hold.

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

All teachers at Shirakawa School have participated in district training for California Common Core educational standards with an emphasis in Guided Reading strategies for grades K-3, Journeys PD for grades K-5, and Discovery Education for Grades 7-8. All staff have participated in Implicit Bias training. Staff have been trained to implement the Second Step curriculum, the District Adopted SEL program, Discipline with Dignity strategies, and strategically providing positive feedback. Select staff have participated in training for Positive Prevention, our puberty education program. High level professional development opportunities are regularly provided by the district so teachers can continuously improve their practice and better serve our students..

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

During the 2022-23 school year, data gathered through the results-oriented cycle of inquiry (ROCI) process revealed that a focus on positive school culture with a continuing focus on supporting our English Learners as well as those not meeting the grade level standards, and the instruction of Next Generation Science Standards (NGSS) are all needed. Therefore, the professional development for 2022-23, will be centered around implementing a school-wide positive discipline approach, implementing the Tier 1 and 2 MTSS literacy strategies, prioritizing the instruction of the ELPAC literacy domains of speaking, listening, reading and writing, through the continued use of District approved English Language Development (ELD) curriculum through designated and integrated ELD time for all grade levels and integrating science and social studies/history lessons inclusive of rigor, relevance and student engagement.

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

The Principal and the Assistant Principal will provide professional development on rigor, relevance, and student engagement as determined by staff feedback. Professional development will support the direction and vision of curriculum for the district. Based upon staff feedback, our 22-23 SY PD will focus on SEL and school culture, participation in MTSS Cohort 2, Trauma Skilled School training, literacy, and continued prioritizing of ELPAC literacy domains to support our EL students. In addition, grade level teams will be provided common planning time following each assessment period to analyze student data and develop intervention and/or enrichment activities to meet the needs of all students and groups. An Intervention teacher and our Universal Education Specialist will support new or ongoing instructional strategies and reinforce high-yield instructional strategies and practices.

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

At Shirakawa, grade level teams meet every other Thursday. Teachers meet collaboratively to work on instruction and interventions, as well as organizing community based activities. Staff meetings will be used as professional development days or as data analysis meetings for grade levels to review student data and instructional practices. Release time will be provided for teachers and grade-level teams to observe other staff members to support them to grow professionally in their teaching practices.

Teaching and Learning

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

Teachers are using the Common Core pacing guides provided by the district, along with the District Assessment Matrix in all subject areas, which are aligned to the California Common Core State Standards. Teachers are working on aligning their curriculum resources and pacing guides in order to meet all Common Core Standards requirements as well as the needs of the students. Teachers meet in grade level PLCs each trimester to collaborate on best instructional practices to ensure student success.

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

Shirakawa school is adhering to the Instructional Minutes matrix of the following requirements: Kinder: 39,600 minutes, Grades 1-3: 50,400 minutes, Grades 4-8: 54,000 minutes for a normal academic school year.

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

District Common Core pacing guides for adopted curriculum are available for all grade levels and subject areas. The schedule provides flexibility for teachers to integrate intervention opportunities for the students as determined by their assessments.

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

Shirakawa School complies with the Williams Act by providing all students with District adopted curriculum. Teachers use supplemental materials to meet all students needs. Instructional materials are culturally sensitive and equity-based. This includes providing the materials to bridge the achievement gap as well as motivating all students to engage in their learning goals.

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

Franklin-McKinley School District provides a list of curriculum that is approved by the California State Board of Education (SBE) and adopted by the Franklin-McKinley District, as well as intervention materials that can support instruction. Shirakawa School has all materials needed for each subject area: Journeys, Collections, Eureka Math, College Preparatory Math, Pearson Social Studies, History Alive, and Amplify Science. Teachers are provided with Common Core instructional and assessment practice materials and samples questions to ensure effective test preparation.

Opportunity and Equal Educational Access

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

Shirakawa School follows the District three tier system and is currently participating in the 2nd cohort of the MTSS implementation project through the District. Tier 1 and Tier 2 will be implemented in the 22/23 school year, and will focus on instructional practices that support all students with a target of improving literacy and creating a safe and positive culture for learning.

Tier I is universal for all students and occurs in the classroom by the teacher. All teachers provide whole group instruction, differentiated instruction, small group instruction, and intervention/enrichment time using appropriate activities, materials and supports. The goal is to reach all students through Tier 1.

Tier II is targeted intervention for students who have been unable to master grade level standards through the various Tier 1 supports. Teachers provide additional intervention opportunities after school, one on one interventions with instructional aides, facilitating peer to peer instruction and targeted intervention through small group pull-outs. Students may participate in a targeted pull-out intervention with a reading specialist or other certificated personnel. Teachers and staff also provide resources for parents to help at home.

Tier III is intensive individual interventions provided by support staff, counseling services, response to intervention by staff professionals by consult with speech therapist and/or RSP to determine supports for the student.

In addition, more supports are identified and provided through a referral process involving members of the admin team, specialists in behavior, social skills, the Seneca Unconditional Education Specialist, School Social worker, and community organizations to provide social and emotional health and wellness strategies which reinforce the growth and development of the whole child.

Evidence-based educational practices to raise student achievement

Teachers are focused on instructional practices to provide authentic learning experiences. In an effort to re-designate our long term English Learners to English proficient, Shirakawa School will utilize district approved ELD curriculum during their ELD time for Grades K-8, integrated language acquisition strategies throughout the instructional day, as well as Structured English immersion (SEI) in all classes. All teachers use academic language, sentence frames and differentiated instruction, as well as language objectives to help English Learners acquire English proficiently. Teachers will continue to receive staff development around best instructional practices that support student achievement aligned with our school goals including strategies learned through the MTSS Tier 1 and 2 process and implementation. Teachers are encouraged to use the essential instructional elements which require them to incorporate direct explicit instruction into their daily practices.

Parental Engagement

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

The following resources allow families an opportunity to learn about programs that are available for their child. It also provides an avenue for families to provide their opinion and feedback on school goals.

Parent organizations- School Site Council (SSC) , English Language Advisory Committee (ELAC).

Language Interpreters

The following resources are online programs that can meet the personal learning needs of their child:

Newcomers programs - Imagine Learning for K-6 and Rosetta Stone for Grades 7-8, Lexia English school-wide

Accelerated Reader

Reflex Math

Raz Kids

Learning A-Z

BrainPop, Jr.

Zearn

Freckle (Reading and Math)

Mystery Science

Quill

The following resources can support students academically and their socio-emotional needs within and beyond the school day:

Family Resource Center

Catholic Charities

CORAL for extended after-school program

School Linked Services Community Liaison

School Psychologist

School Social Workers/Counselors

Behavioral Intervention Therapists

Seneca Unconditional Education Specialist

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have an opportunity to participate in school decision-making through School Site Council (SSC) and English Language Advisory Committee (ELAC). Parent representatives attend District English Language Advisory Committee (DELAC) meetings and District Advisory Committee (DAC). For the 2022/23 school year, additional parent education opportunities will be offered, with support in the family home language, to give all families and opportunity to have a voice in the education of their children.

Funding

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

Online programs such as Accelerated Reader, Raz Kids, Learning A-Z

In-school Interventions (pull outs and push-ins)

After school interventions

Release days for teacher collaboration and planning

Interpreters and babysitting for parent meetings such as conferences, parent workshops

Little Heroes for PE time and structured recess activities for students

Motivational Assemblies

2nd Step and Panorama services (CASEL)

Positive Prevention

Fiscal support (EPC)

Title I
LCFF
A-Budget
Supplemental/Concentration Funding
Grants

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Current school year's SPSA is available for families, staff, and community to review on our school website.

At our annual Back to School Night, parents are informed of the current year's goals and Title 1 initiatives.

In the spring, stakeholder meetings are held to review and update goals for the following year based upon various surveys and data points.

During the 2022-2023 Academic Year, updates of current year's goals were provided to staff, the community, School Site Council, and our English Learners Advisory Committee members regularly throughout the year. Preliminary discussions on adjusting and developing the goals for 23/24 took place during this time. The proposed draft 23-24 AY SPSA goals were discussed with families and community at our School Site Council and English Language Advisory Committee meeting on April 25. Staff members were consulted on April 20, 2022, during staff meeting time, collaboration time and ILT meetings. Students in Grades 6-8 were consulted and had the opportunity to provide feedback during Student Leadership meetings the week of April 24, 2023.

Resource Inequities

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

Resource inequities identified by all stakeholders is a lack of full-time arts and music teachers at our school. Parents of 4th-6th students feel a lack of after school sports programs for their children, and G.A.T.E. parents share a concern over lack of meaningful G.A.T.E. programs and services. In addition, teachers report that there is no support in professional development around Physical Education, a consistent writing program across the district, and access to instructional materials to teach Next Generation Science Standards in grades K-6. Staff and families have also reported that the Social Studies program is outdated for all grades and does not provide content around present day historical events. The school is adopting a new History Social Studies program for the 2022-23 school year based upon the district adoption. Shirakawa is participating in the pilot for History Social Studies curriculum being considered for adoption by the District, and will have teacher input into the process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.25%	0.47%	1	2	3
African American	1.7%	1.39%	2.05%	11	11	13
Asian	33.3%	32.91%	28.75%	221	261	182
Filipino	3.9%	4.67%	3.79%	26	37	24
Hispanic/Latino	49.4%	51.83%	54.82%	328	411	347
Pacific Islander	0.2%	%	0.16%	1		1
White	6.9%	5.42%	5.69%	46	43	36
Multiple/No Response	4.1%	3.15%	4.11%	27	25	26
Total Enrollment				664	793	633

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	50	64	46
Grade 1	48	73	66
Grade 2	66	65	65
Grade 3	76	80	63
Grade 4	68	100	73
Grade 5	79	87	84
Grade 6	94	97	73
Grade 7	93	110	66
Grade 8	90	117	97
Total Enrollment	664	793	633

Conclusions based on this data:

1. Shirakawa's total school enrollment spiked in 2021 - 2022, and has now leveled down close to pre-Pandemic enrollment numbers.
2. Our Asian student subgroup enrollment declined steadily for the last three years, from 33% of our total enrollment to 29%, while the Latino student subgroup has increased by about the same amount.
3. With the declining enrollment in the primary grades, class projections are trending toward having fewer classes and teachers at Shirakawa.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	206	301	262	31.00%	38.0%	41.4%
Fluent English Proficient (FEP)	193	196	138	29.10%	24.7%	21.8%
Reclassified Fluent English Proficient (RFEP)	24			11.7%		

Conclusions based on this data:

1. Over the past three years, our percentage of ELs has increased by 10% as our enrollment has declined.
2. Over the past three years, the number of Fluent English proficient (FEP) students has declined.
3. Over the past three years, the number of students testing FEP has declined.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	78		0	55		0	55		0.0	70.5	
Grade 4	68	98		0	95		0	94		0.0	96.9	
Grade 5	79	88		0	80		0	80		0.0	90.9	
Grade 6	94	87		0	81		0	81		0.0	93.1	
Grade 7	97	112		0	98		0	97		0.0	87.5	
Grade 8	92	111		0	101		0	101		0.0	91.0	
All Grades	505	574		0	510		0	508		0.0	88.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.			27.27			23.64			18.18			30.91	
Grade 4		2458.			24.47			19.15			19.15			37.23	
Grade 5		2444.			13.75			13.75			25.00			47.50	
Grade 6		2498.			12.35			24.69			25.93			37.04	
Grade 7		2555.			15.46			41.24			20.62			22.68	
Grade 8		2547.			7.92			40.59			26.73			24.75	
All Grades	N/A	N/A	N/A		16.14			28.15			22.83			32.87	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.64			54.55			21.82	
Grade 4		15.96			62.77			21.28	
Grade 5		8.75			61.25			30.00	
Grade 6		13.58			50.62			35.80	
Grade 7		21.65			61.86			16.49	
Grade 8		13.86			63.37			22.77	
All Grades		15.94			59.65			24.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			45.45			34.55	
Grade 4		11.96			56.52			31.52	
Grade 5		11.25			40.00			48.75	
Grade 6		9.88			55.56			34.57	
Grade 7		27.84			51.55			20.62	
Grade 8		21.43			51.02			27.55	
All Grades		17.30			50.50			32.21	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.73			72.73			14.55	
Grade 4		15.96			69.15			14.89	
Grade 5		7.50			68.75			23.75	
Grade 6		12.35			70.37			17.28	
Grade 7		13.40			73.20			13.40	
Grade 8		9.90			72.28			17.82	
All Grades		12.01			71.06			16.93	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.82			50.91			27.27	
Grade 4		14.89			62.77			22.34	
Grade 5		15.00			57.50			27.50	
Grade 6		13.58			62.96			23.46	
Grade 7		18.56			67.01			14.43	
Grade 8		16.83			74.26			8.91	
All Grades		16.54			63.78			19.69	

Conclusions based on this data:

1. 2021-22 will be our first year of CAASPP assessments as a basis for comparison.
2. FI + 3

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	78		0	58		0	58		0.0	74.4	
Grade 4	68	98		0	96		0	95		0.0	98.0	
Grade 5	79	89		0	81		0	79		0.0	91.0	
Grade 6	94	86		0	78		0	78		0.0	90.7	
Grade 7	97	112		0	100		0	100		0.0	89.3	
Grade 8	92	111		0	102		0	102		0.0	91.9	
All Grades	505	574		0	515		0	512		0.0	89.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2422.			12.07			31.03			22.41			34.48	
Grade 4		2454.			17.89			23.16			27.37			31.58	
Grade 5		2433.			7.59			10.13			22.78			59.49	
Grade 6		2508.			21.79			10.26			25.64			42.31	
Grade 7		2519.			14.00			27.00			25.00			34.00	
Grade 8		2493.			7.84			15.69			26.47			50.00	
All Grades	N/A	N/A	N/A		13.48			19.34			25.20			41.99	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.97			53.45			27.59	
Grade 4		20.00			45.26			34.74	
Grade 5		11.54			30.77			57.69	
Grade 6		19.23			35.90			44.87	
Grade 7		20.20			47.47			32.32	
Grade 8		9.80			47.06			43.14	
All Grades		16.47			43.33			40.20	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.41			43.10			34.48	
Grade 4		16.84			49.47			33.68	
Grade 5		7.59			35.44			56.96	
Grade 6		19.23			46.15			34.62	
Grade 7		13.00			56.00			31.00	
Grade 8		11.76			49.02			39.22	
All Grades		14.65			47.27			38.09	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.52			62.07			22.41	
Grade 4		17.89			57.89			24.21	
Grade 5		2.53			43.04			54.43	
Grade 6		16.67			48.72			34.62	
Grade 7		12.00			66.00			22.00	
Grade 8		7.84			56.86			35.29	
All Grades		11.91			56.05			32.03	

Conclusions based on this data:

1. Nearly 90% of our student participated in the CAASPP Math assessment in 2021 - 2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.3	1403.3		1426.1	1412.2		1469.7	1382.3		23	32	
1	1428.0	1425.6		1430.6	1453.0		1424.9	1397.6		18	28	
2	1483.3	1493.0		1480.0	1495.5		1486.1	1490.2		27	21	
3	1479.7	1487.1		1480.9	1477.3		1478.1	1496.5		29	33	
4	1497.5	1505.9		1500.4	1502.7		1494.2	1508.6		30	36	
5	1543.3	1516.6		1555.3	1523.3		1530.7	1509.4		27	35	
6	1514.5	1541.9		1507.2	1538.0		1521.4	1545.4		24	29	
7	1560.8	1528.4		1553.3	1518.9		1567.7	1537.5		22	31	
8	1542.3	1552.6		1546.0	1541.9		1538.2	1562.8		25	23	
All Grades										225	268	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	3.13		17.39	37.50		26.09	37.50		21.74	21.88		23	32	
1	5.56	3.57		44.44	39.29		33.33	39.29		16.67	17.86		18	28	
2	11.11	19.05		40.74	52.38		44.44	19.05		3.70	9.52		27	21	
3	3.45	27.27		41.38	15.15		41.38	36.36		13.79	21.21		29	33	
4	10.00	11.11		33.33	55.56		40.00	22.22		16.67	11.11		30	36	
5	29.63	20.00		44.44	31.43		14.81	31.43		11.11	17.14		27	35	
6	16.67	17.24		33.33	62.07		33.33	17.24		16.67	3.45		24	29	
7	27.27	19.35		50.00	32.26		13.64	25.81		9.09	22.58		22	31	
8	24.00	30.43		20.00	39.13		32.00	21.74		24.00	8.70		25	23	
All Grades	17.78	16.42		36.00	39.93		31.56	28.36		14.67	15.30		225	268	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	9.38		30.43	28.13		26.09	37.50		21.74	25.00		23	32	
1	22.22	21.43		27.78	28.57		27.78	35.71		22.22	14.29		18	28	
2	22.22	38.10		33.33	38.10		40.74	14.29		3.70	9.52		27	21	
3	27.59	30.30		41.38	21.21		10.34	33.33		20.69	15.15		29	33	
4	26.67	38.89		46.67	38.89		16.67	8.33		10.00	13.89		30	36	
5	66.67	34.29		25.93	40.00		3.70	14.29		3.70	11.43		27	35	
6	25.00	58.62		45.83	31.03		20.83	3.45		8.33	6.90		24	29	
7	36.36	25.81		40.91	38.71		13.64	19.35		9.09	16.13		22	31	
8	28.00	39.13		24.00	43.48		28.00	0.00		20.00	17.39		25	23	
All Grades	31.11	32.46		35.56	33.96		20.44	19.03		12.89	14.55		225	268	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	0.00		13.04	28.13		30.43	59.38		21.74	12.50		23	32	
1	0.00	3.57		38.89	21.43		44.44	35.71		16.67	39.29		18	28	
2	14.81	14.29		37.04	52.38		33.33	19.05		14.81	14.29		27	21	
3	3.45	12.12		13.79	21.21		55.17	42.42		27.59	24.24		29	33	
4	3.33	5.56		13.33	33.33		53.33	38.89		30.00	22.22		30	36	
5	14.81	5.71		11.11	11.43		59.26	54.29		14.81	28.57		27	35	
6	12.50	10.34		16.67	27.59		37.50	48.28		33.33	13.79		24	29	
7	22.73	12.90		45.45	22.58		18.18	35.48		13.64	29.03		22	31	
8	8.00	26.09		32.00	30.43		24.00	26.09		36.00	17.39		25	23	
All Grades	12.44	9.33		23.56	26.49		40.44	41.42		23.56	22.76		225	268	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	15.63		47.83	59.38		17.39	25.00		23	32	
1	38.89	25.00		50.00	64.29		11.11	10.71		18	28	
2	22.22	47.62		77.78	42.86		0.00	9.52		27	21	
3	20.69	39.39		51.72	39.39		27.59	21.21		29	33	
4	36.67	47.22		53.33	44.44		10.00	8.33		30	36	
5	25.93	20.59		66.67	64.71		7.41	14.71		27	34	
6	16.67	10.34		62.50	86.21		20.83	3.45		24	29	
7	22.73	22.58		72.73	51.61		4.55	25.81		22	31	
8	24.00	13.04		40.00	69.57		36.00	17.39		25	23	
All Grades	26.67	26.97		58.22	57.68		15.11	15.36		225	267	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	9.38		60.87	62.50		26.09	28.13		23	32	
1	16.67	10.71		50.00	67.86		33.33	21.43		18	28	
2	25.93	33.33		70.37	52.38		3.70	14.29		27	21	
3	41.38	36.36		41.38	45.45		17.24	18.18		29	33	
4	40.00	25.00		46.67	61.11		13.33	13.89		30	36	
5	84.62	57.14		11.54	22.86		3.85	20.00		26	35	
6	47.83	82.76		47.83	10.34		4.35	6.90		23	29	
7	63.64	53.33		27.27	30.00		9.09	16.67		22	30	
8	54.17	60.87		29.17	26.09		16.67	13.04		24	23	
All Grades	43.69	40.45		42.79	42.32		13.51	17.23		222	267	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	9.38		39.13	78.13		26.09	12.50		23	32	
1	16.67	7.14		66.67	39.29		16.67	53.57		18	28	
2	25.93	14.29		62.96	71.43		11.11	14.29		27	21	
3	3.45	9.38		41.38	50.00		55.17	40.63		29	32	
4	3.33	8.33		60.00	63.89		36.67	27.78		30	36	
5	22.22	11.76		59.26	47.06		18.52	41.18		27	34	
6	12.50	17.24		33.33	41.38		54.17	41.38		24	29	
7	36.36	16.67		50.00	46.67		13.64	36.67		22	30	
8	20.00	30.43		28.00	39.13		52.00	30.43		25	23	
All Grades	18.67	13.21		48.89	53.21		32.44	33.58		225	265	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.55	28.13		18.18	53.13		27.27	18.75		22	32	
1	0.00	10.71		70.59	67.86		29.41	21.43		17	28	
2	19.23	14.29		65.38	76.19		15.38	9.52		26	21	
3	10.34	24.24		68.97	63.64		20.69	12.12		29	33	
4	6.67	16.67		66.67	61.11		26.67	22.22		30	36	
5	11.11	8.57		74.07	71.43		14.81	20.00		27	35	
6	8.33	24.14		70.83	72.41		20.83	3.45		24	29	
7	18.18	9.68		72.73	70.97		9.09	19.35		22	31	
8	4.00	0.00		84.00	86.96		12.00	13.04		25	23	
All Grades	14.41	15.67		66.22	68.28		19.37	16.04		222	268	

Conclusions based on this data:

1. Shirakawa decreased in number of ELs from 247 to 237 students over the past two reporting years.
2. Percentage of students in grades K-2 scoring Overall Language Score of 4 decreased over the two years as follow: K, 57% > 25%; Gr. 1, 56% > 9%; Gr. 2 38% > 10%.
3. Overall, our ELs are strongest in the Speaking Domain with an average of 50% of our students scoring Well Developed over the past two reporting years.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
793	69.5	38.0	0.1
Total Number of Students enrolled in George Shirakawa Sr. Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	301	38.0
Foster Youth	1	0.1
Homeless	3	0.4
Socioeconomically Disadvantaged	551	69.5
Students with Disabilities	99	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.4
American Indian	2	0.3
Asian	261	32.9
Filipino	37	4.7
Hispanic	411	51.8
Two or More Races	25	3.2
Pacific Islander		
White	43	5.4

Conclusions based on this data:

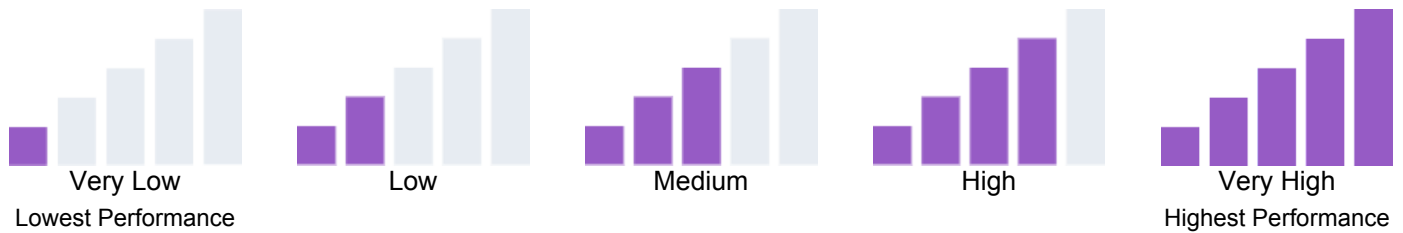
1. Shirakawa serves a high percentage of students, 70%, who are socioeconomically disadvantaged.
2. Of our student population by race/ethnicity, our highest percentage is our Hispanic subgroup with 52%.
3. Shirakawa is comprised of majority Asian and Hispanic students with both these subgroups representing 84% our student population.

School and Student Performance Data

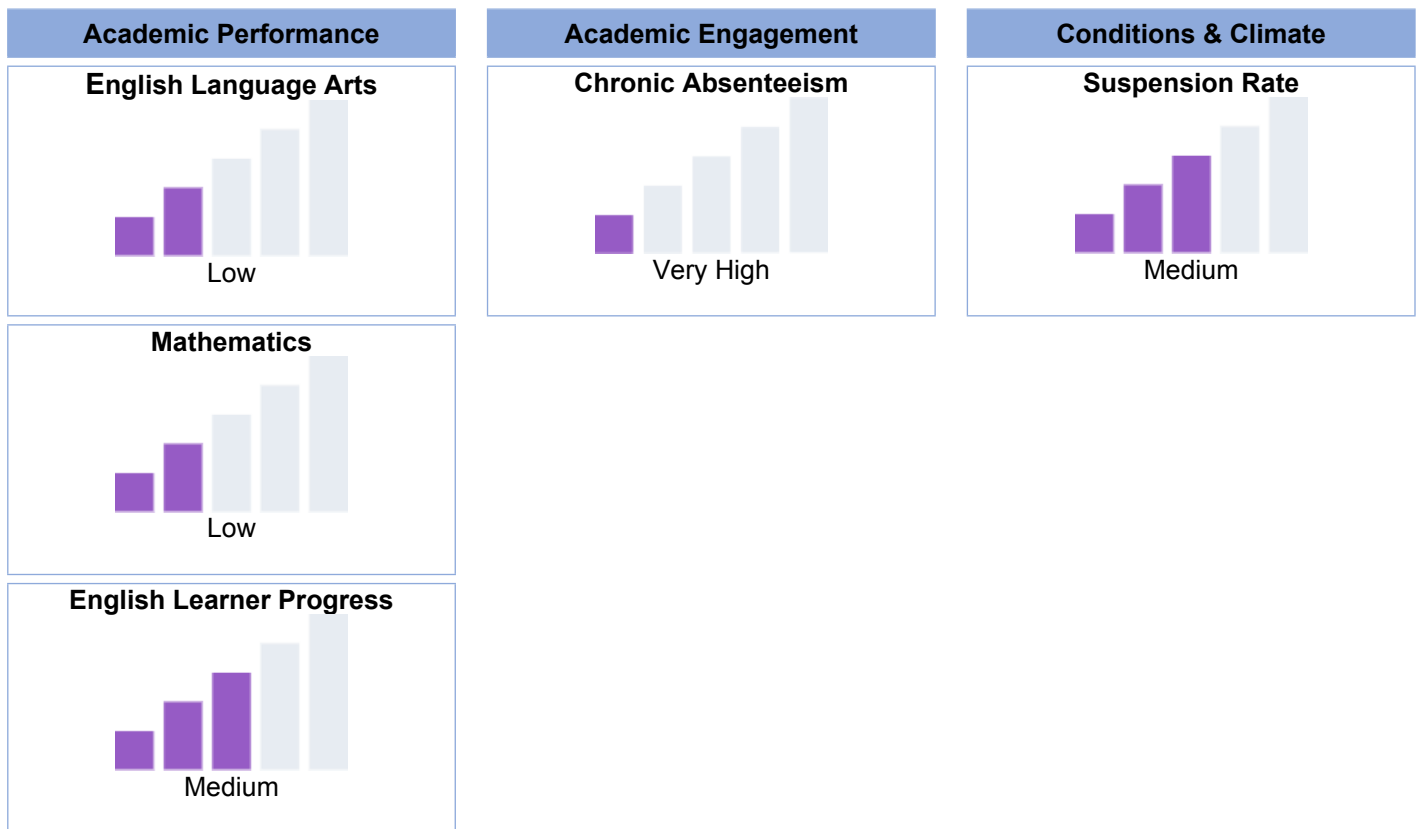
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Student performance academically in the areas of English Language Arts and Mathematics is low compared to statewide performance data.
2. Suspension rate is at a medium level compared to other schools statewide.

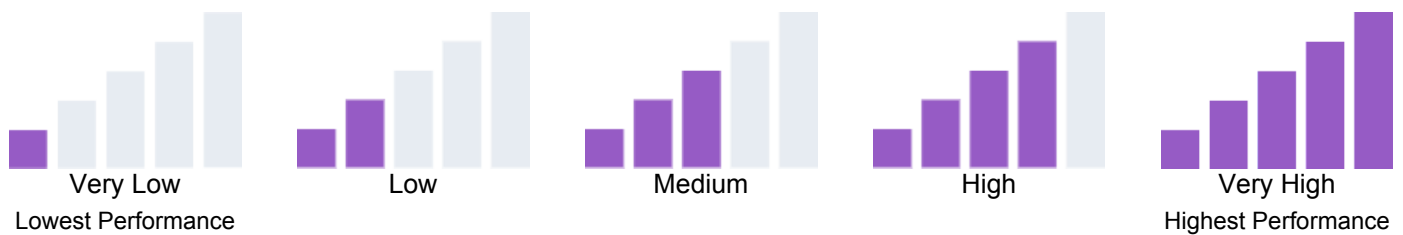
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3. Chronic absenteeism is an area of concern.

School and Student Performance Data

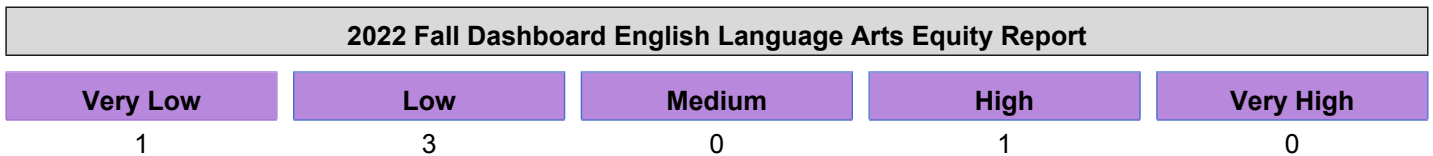
Academic Performance English Language Arts

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

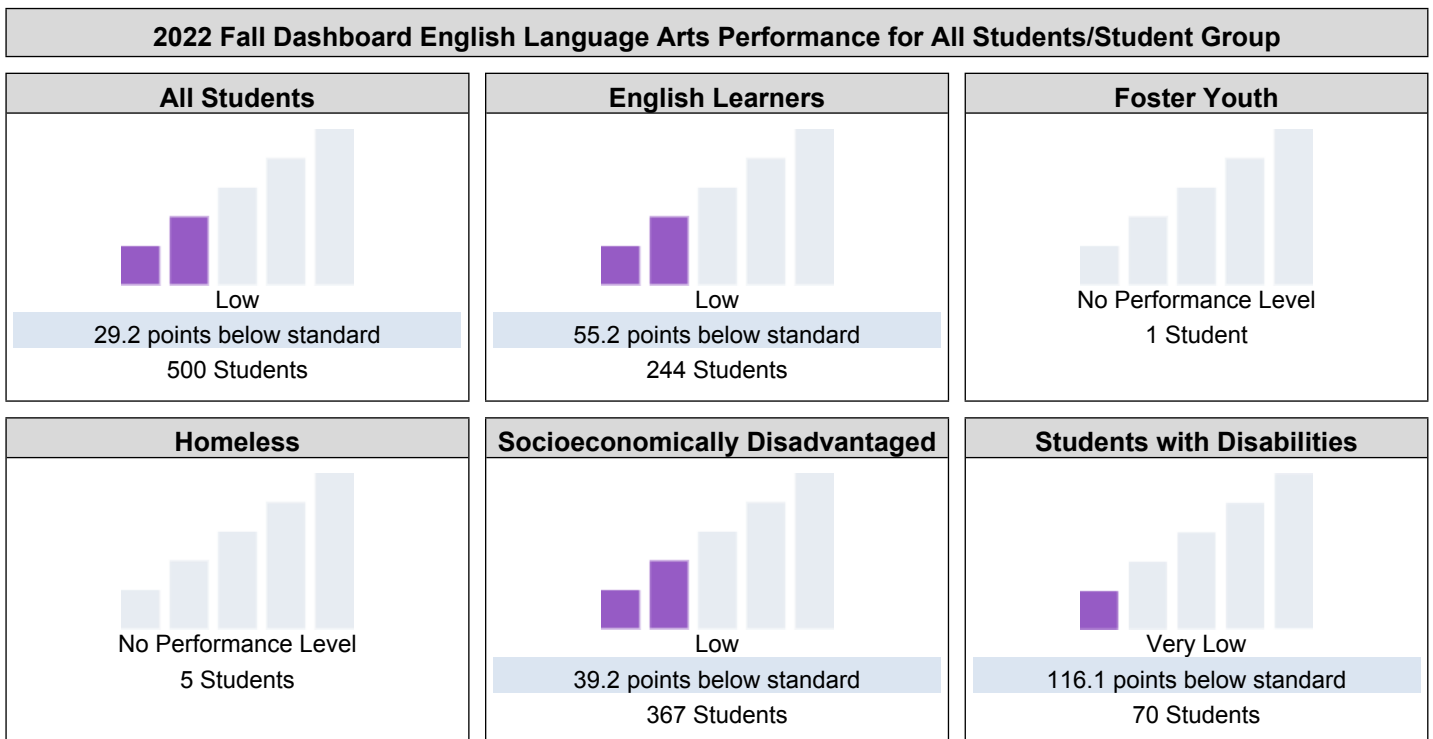
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



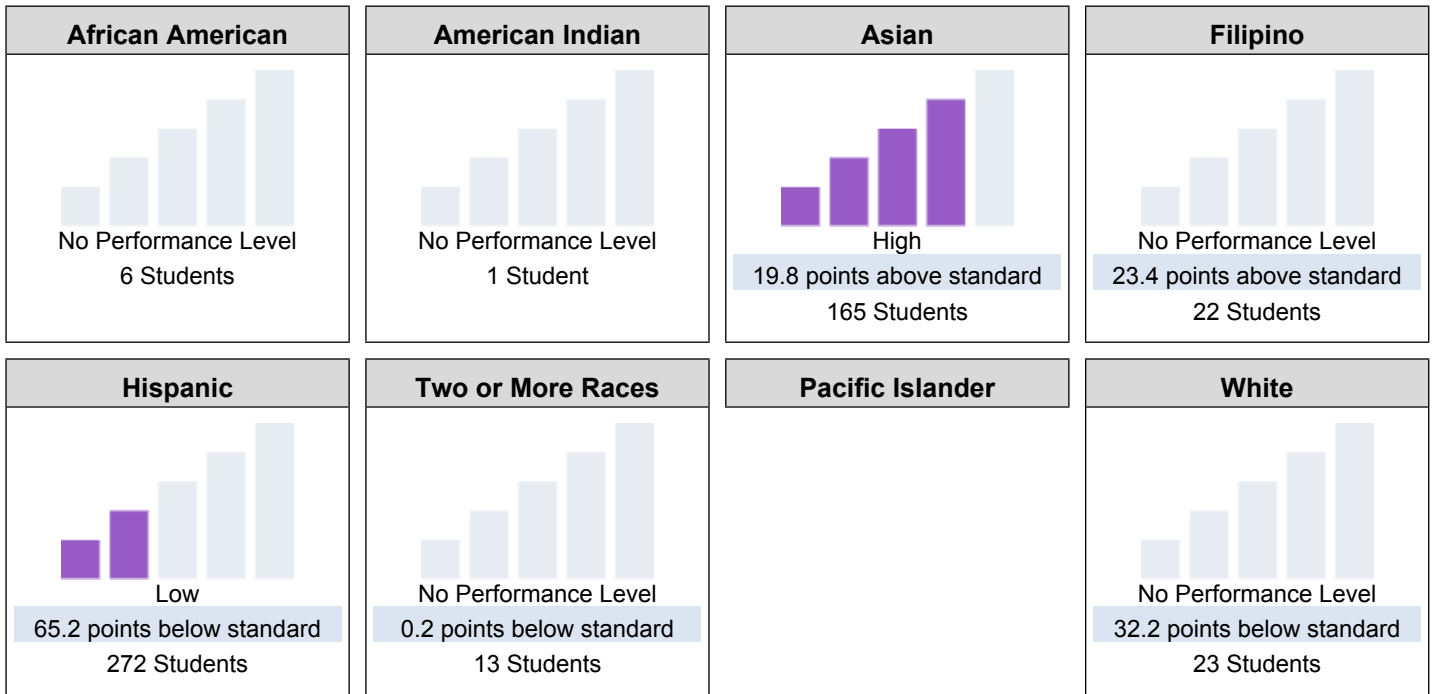
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.7 points below standard 167 Students	32.9 points above standard 78 Students	35.5 points below standard 164 Students

Conclusions based on this data:

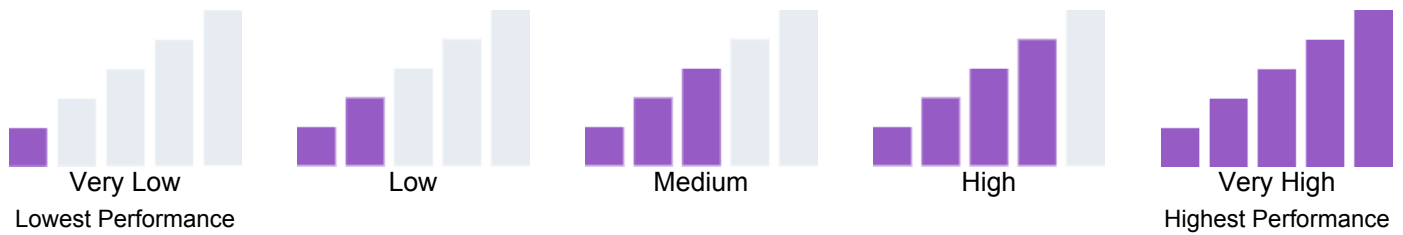
1. Our Asian student subgroup performed at high in ELA with 40.4 points above standard. It should be noted, that there was a decline of 15.6 points from the previous year.
2. Achievement in our SWD subgroup is an area of concern.
3. Overall, our students are performing 29 points below standard as a whole.

School and Student Performance Data

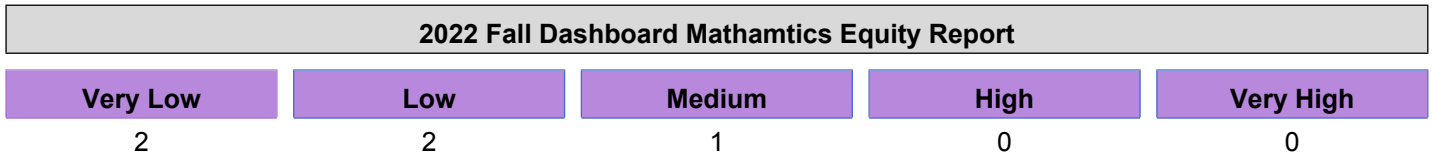
Academic Performance Mathematics

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

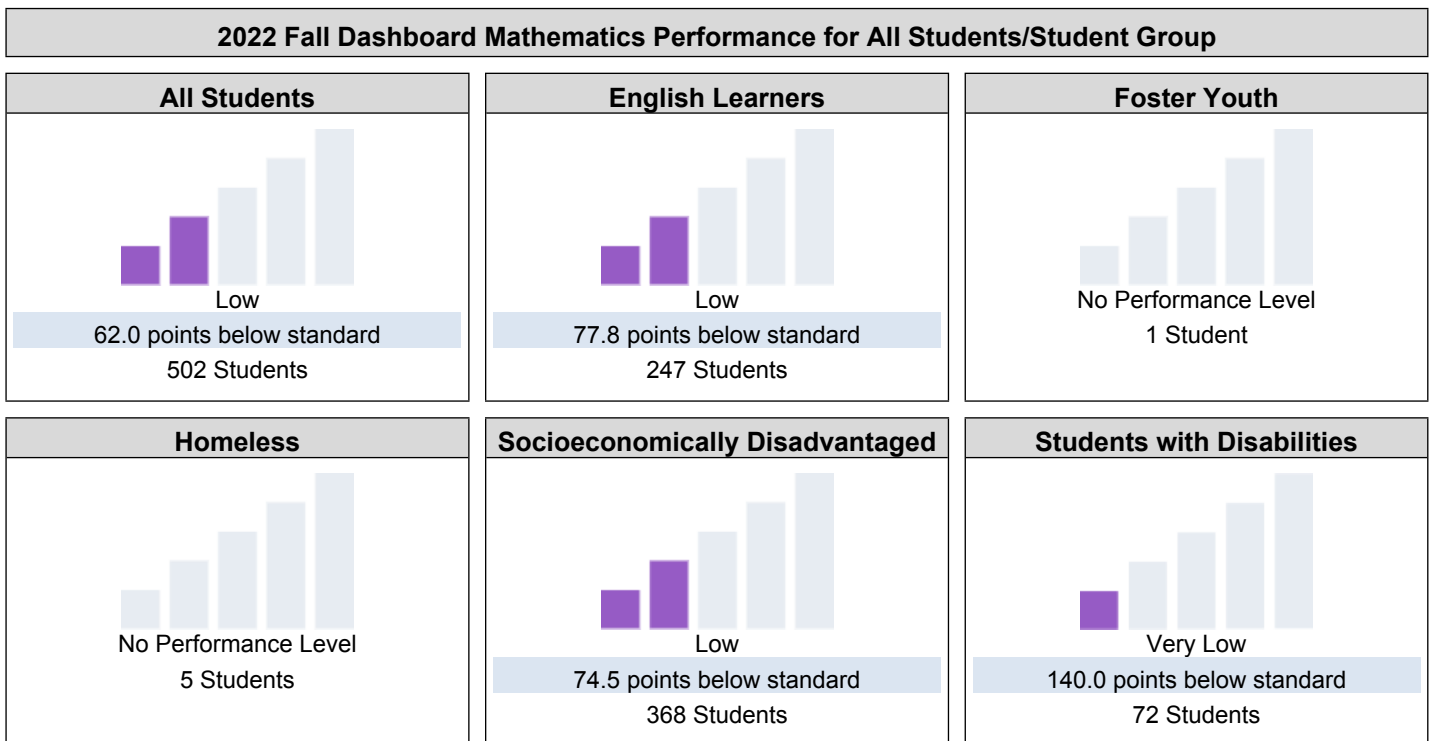
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



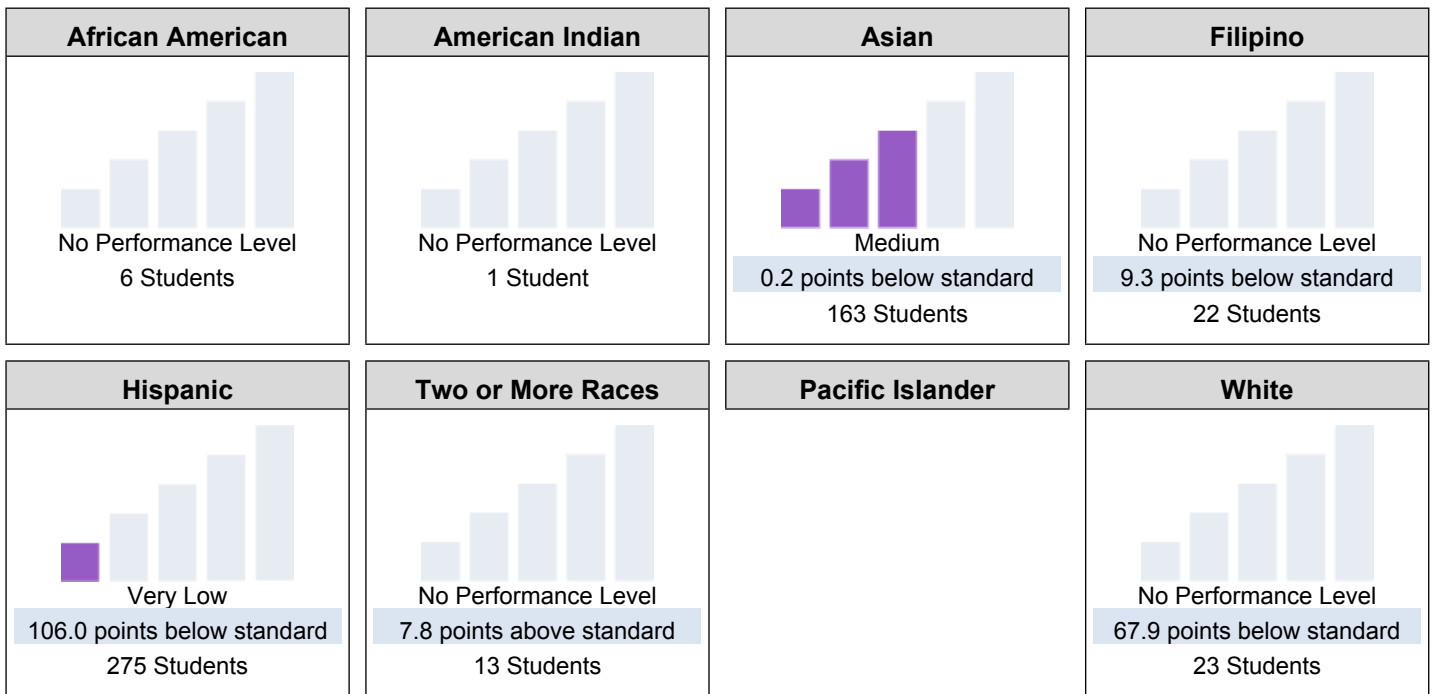
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">116.0 points below standard</p> <p>169 Students</p>	<p style="background-color: #e6f2ff;">5.1 points above standard</p> <p>78 Students</p>	<p style="background-color: #e6f2ff;">75.8 points below standard</p> <p>165 Students</p>

Conclusions based on this data:

1. Students with disabilities and Hispanic student subgroups achievement is far below standard, and are areas of concern. For students with disabilities, accommodations are established based upon individual student needs and as determined by the IEP team to support their access and performance to their assessment.
2. English Learners and Socioeconomically Disadvantaged student subgroups had low achievement compared to statewide performance.
3. Our Asian subgroup declined with a loss of -5.2 points, but are still 36.1 points above standard with an indicator of Green (high performance)

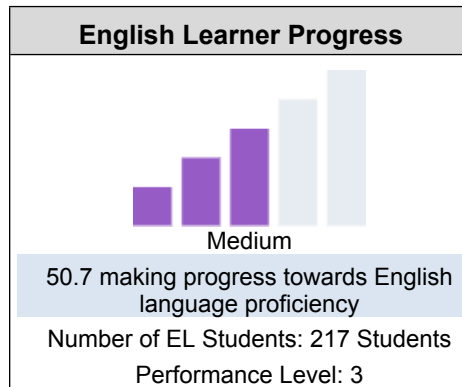
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.5%	31.8%	4.1%	46.5%

Conclusions based on this data:

- 30% of our student population are designated as English Learners.
- 17.5% of our ELs decreased by one ELPI
- 46.5% of our ELs progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

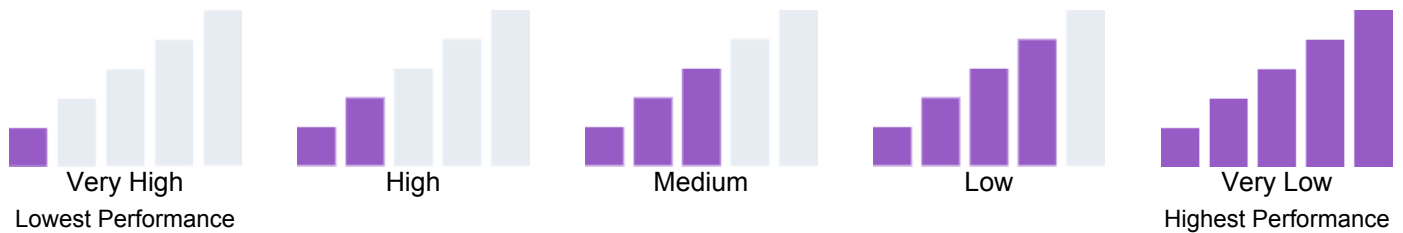
- 1.

School and Student Performance Data

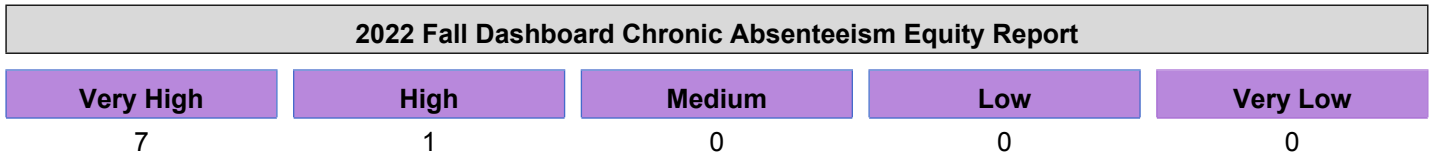
Academic Engagement Chronic Absenteeism

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

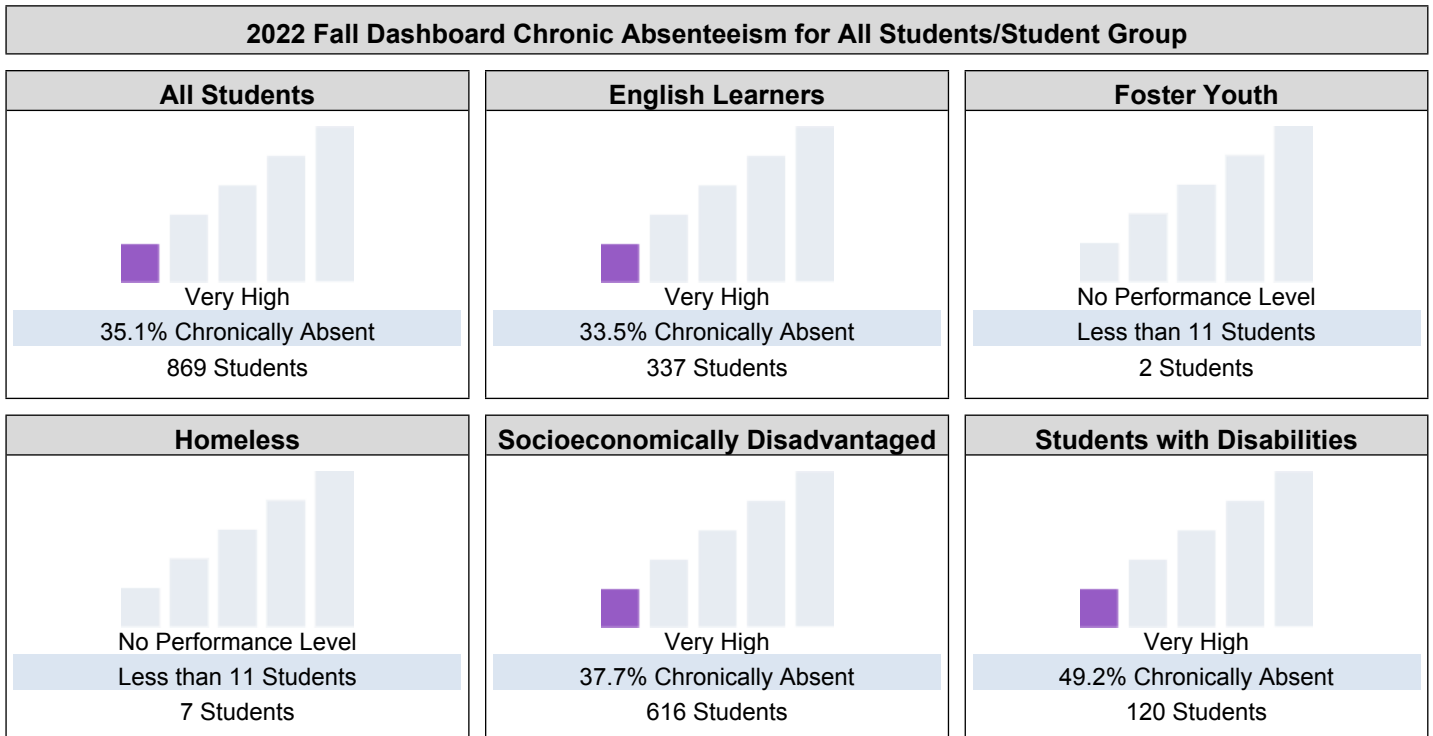
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



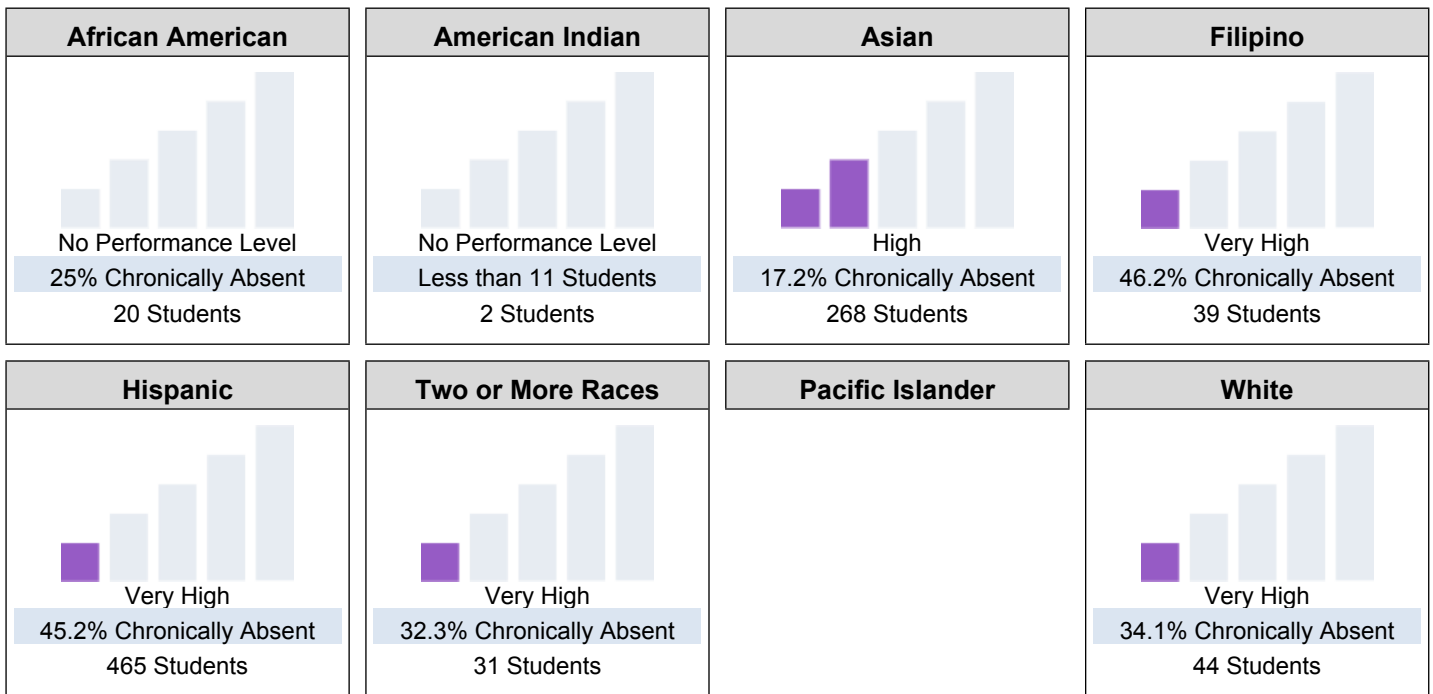
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. An area of concern is the Very High chronic absenteeism of the EL, SWD, SED, Filipino, Hispanic, Tow or More Races, and White subgroups.
2. The Asian student subgroup had the lowest chronic absenteeism rate, but it was still high.
3. Our Students with Disabilities and Socioeconomically Disadvantaged subgroups had the highest chronic absenteeism rates in the school.

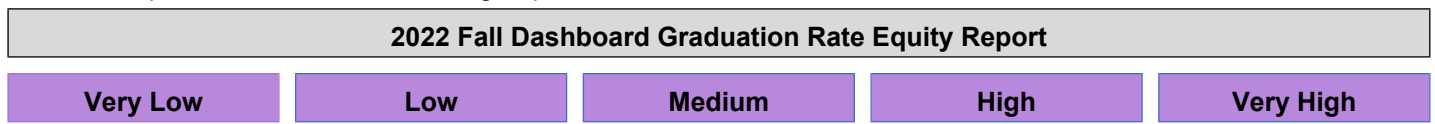
School and Student Performance Data

Academic Engagement Graduation Rate

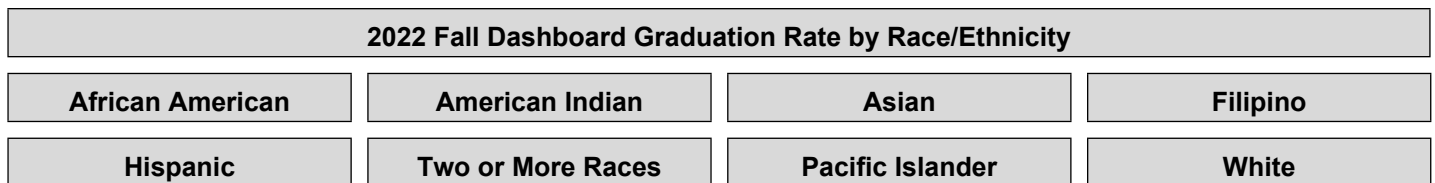
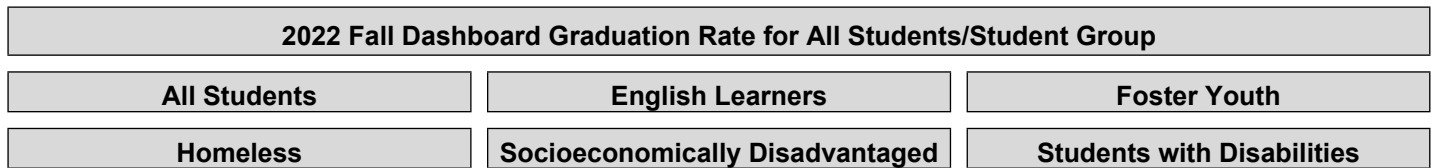
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



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



Conclusions based on this data:

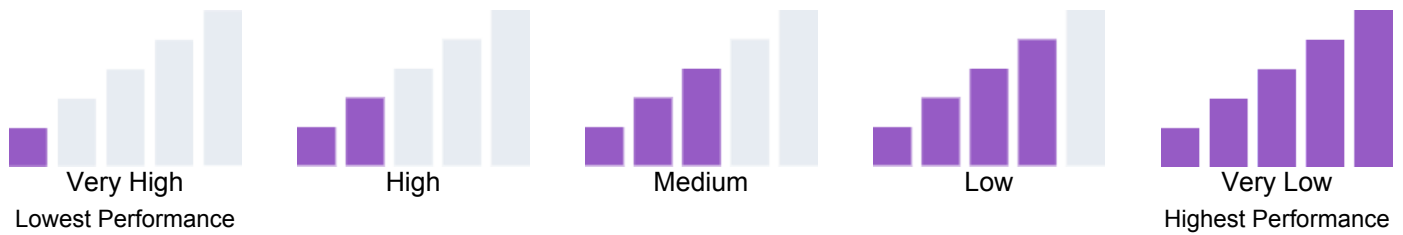
- 1.

School and Student Performance Data

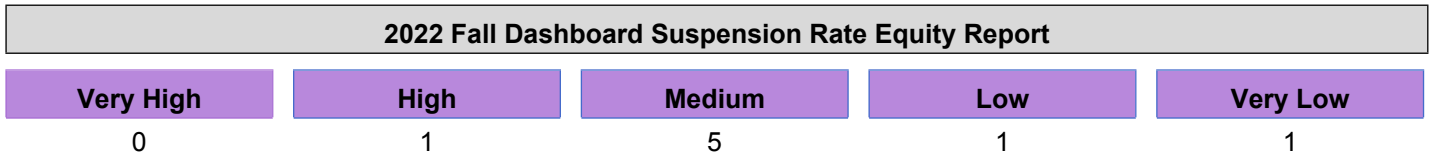
Conditions & Climate Suspension Rate

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

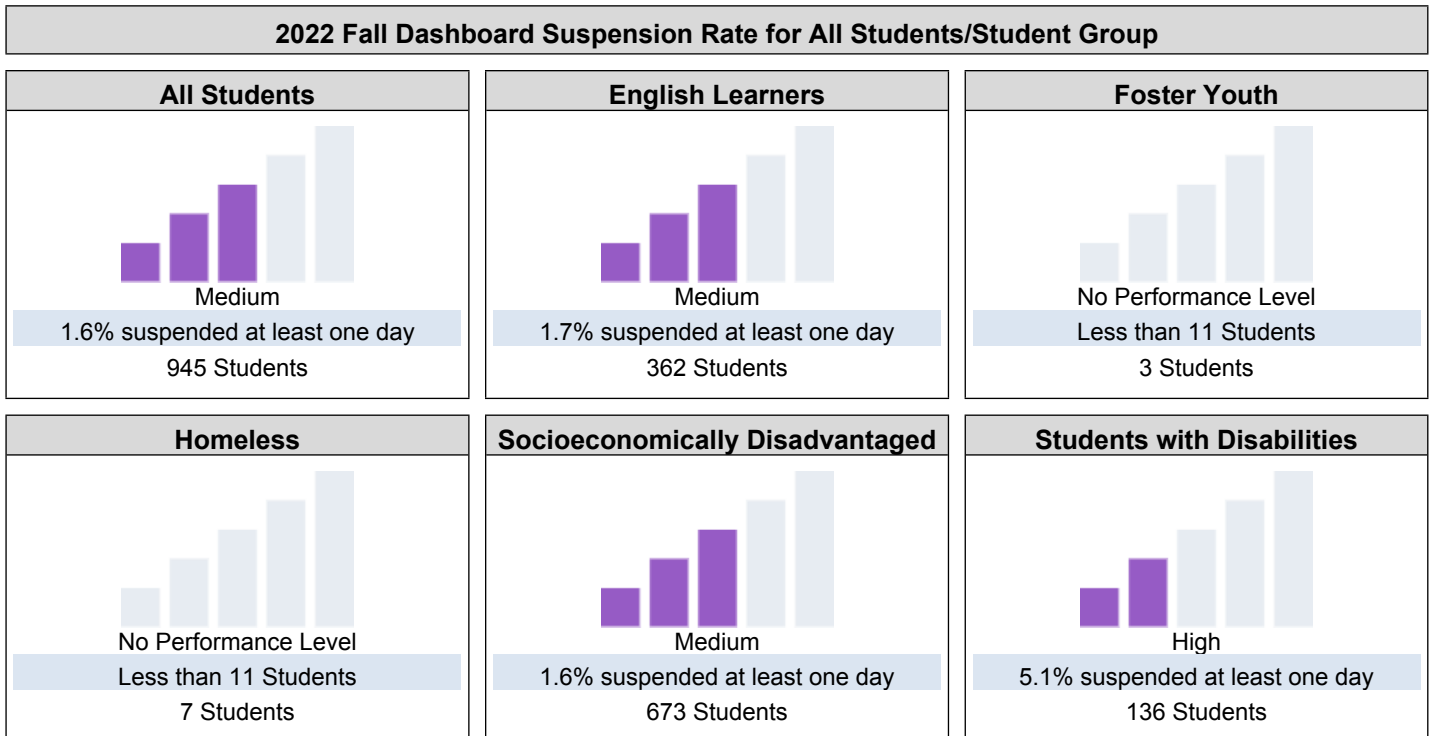
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



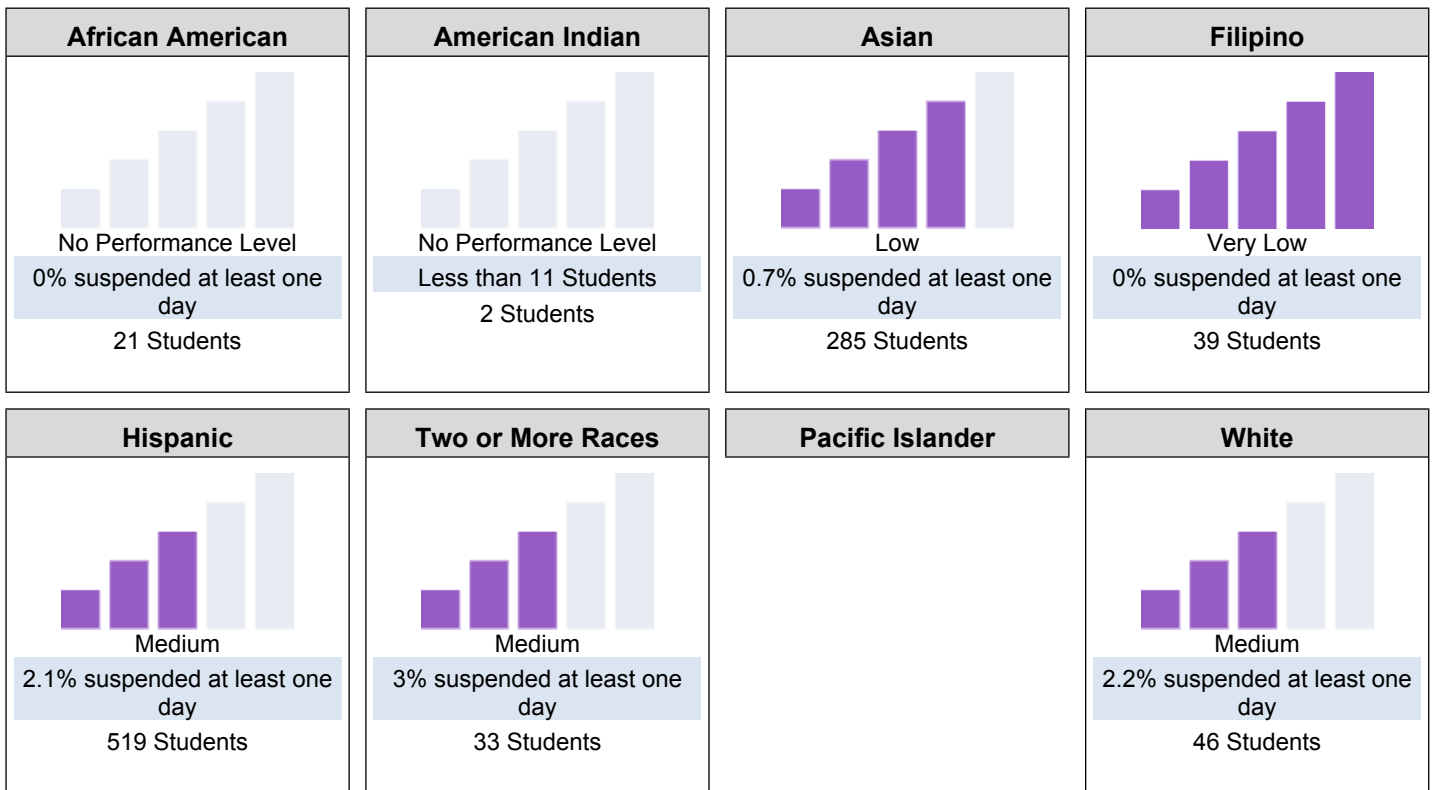
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Shirakawa Students with Disabilities subgroup had the highest suspension rate.
2. Socioeconomically disadvantaged students had the second highest suspension rate.
3. Asian and Filipino student subgroups had the lowest suspension rates.

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

With equity at the core, FMSD will increase the level of access for all students while addressing learning gaps.

Goal 1

Academic achievement

By June 2024, Shirakawa teachers will continue to implement best practices of instruction supported by district and standards-aligned curriculum. Shirakawa staff will continue to receive professional development, appropriate resources, materials, and coaching.

By November 2023, March 2024, and June 2024, Shirakawa school will increase student achievement in grades K-3 towards grade level proficiency by 3% trimester as measured by the Next Step Guided Reading Assessment (NSGRA).

By November 2023, March 2024, and June 2024, Shirakawa School will increase student achievement in grades 3-8 towards grade level proficiency by 3% as measured by STAR Reading district assessment.

By November 2023, March 2024, and June 2024, Shirakawa School will increase student achievement in grades 3-8 towards grade level proficiency by 3% as measured by STAR Math district assessment.

By June of 2024, the rate of reclassification will increase from the 2022-2023 school year by 2%.

By June 2024, 80% of teachers will feel that English Learners are provided quality designated and integrated ELD, according to LCAP surveys.

Identified Need

FI, SWD, WH, +1

Based upon our school's STAR Reading data from the 22-23 AY, Grades 4-8 were not meeting the goal of at least 80% of the students within the grade level scored at/above proficiency. We are particularly struggling in our Grades 5th-8th in math. Setting an incremental increase per trimester allows us to focus upon the students' entering ability to support their growth progression individually and as a whole grade level. We acknowledge that absenteeism has lagged since the COVID pandemic and are still struggling with remote learning losses and health and wellness issues. Very High absenteeism exists among the Filipino, Students with Disabilities, Two or More Races, and White student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NSGRA: Trimester 1, Trimester 2, Grades K-3	Trimester 1 - 31% , Trimester 2 - 42%	Increase of 3% per trimester as a grade span (K-3) as indicated on the NSGRA
STAR Reading: Trimester 1, Trimester 2, Grade 3	Trimester 1 - 43%, Trimester 2 - 52%	Increase of 2% per trimester as a grade level as indicated on the STAR Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading: Trimester 1, Trimester 2, Grade 5	Trimester 1 - 57%, Trimester 2 - 59%	Increase of 2% per trimester as a grade level as indicated on the STAR Reading
STAR Math: Trimester 1, Trimester 2, Grade 3	Trimester 1 - 53%, Trimester 2 - 49%	Increase of 2% per trimester as a grade level as indicated on the STAR Math
STAR Math: Trimester 1, Trimester 2, Grade 5	Trimester 1 - 54%, Trimester 2 - 54%	Increase of 2% per trimester as a grade level as indicated on the STAR Math
Fastbridge Math: Trimester 1, Trimester 2, Grade 7	Trimester 1 - 50%, Trimester 2 - 51%	Increase of 2% per trimester as a grade level as indicated on the Fastbridge Math
Professional Development Calendar/Sign-in sheets	Participation rate for District-wide January 30 PD = 70%	Participation Rate for all PD 100%

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)

Before- or After-School interventions for ELA and Math for students with special needs.

Strategy/Activity

Provide "Breakfast Club," lunch, or after-school Intervention for ELA and Math for students with special needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide pull-out intervention for English Learning students.

Strategy/Activity

Provide supplemental materials that support EL students' access to CCSS and NGSS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in grades K - 8

Strategy/Activity

Provide online educational resources to supplement curriculum and drive learning. Including but not limited to Reflex Math, Accelerated Reader, Raz Kids, BrainPop, Flocabulary, Mystery Science, etc.

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)
13000.00	LCFF Supplemental
4000.00	LCFF Base
3000	General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students K - 8

Strategy/Activity

Provide roving subs to release teachers for SST meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1800.00	LCFF Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students K - 8

Strategy/Activity

Provide half- or full-day subs for grade level planning during each trimester.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students K - 8

Strategy/Activity

Provide before- and after-school intervention for students who are not at grade level on District Benchmarks.

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)

3750

Source(s)

LCFF Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students K - 8

Strategy/Activity

Secure a TOSA to provide designated pull-out intervention/enrichment to support improved achievement school-wide.

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)

65,000

Source(s)

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Professional Development/Coaching to improve learning in core content areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

K - 2 students

Strategy/Activity

Implement a Literacy Night and Math afternoon for K-2 families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

LCFF Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

K - 3 students

Strategy/Activity

Schedule early conferences for below-grade level achievers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

1st - 5th students

Strategy/Activity

Secure the services of an intervention teacher to support increased achievement in students reading slightly below grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

K - 3

Strategy/Activity

Provide a sub to release teachers for a testing day once per each trimester.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF Supplemental

1027

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Funds to support conferences, workshops, and professional development related to CCSS, Math, Literacy, STEM, Restorative Justice, SEL, ELD, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

For the 2022-23 school year, Shirakawa staff and students fully returned to classroom-based instruction with modifications in place to address COVID 19 restrictions. Parents activity on campus and on field trips was initially restricted for COVID safety, and some parent and staff meetings meetings were held via Zoom.

Teachers and school staff continue to note residual effects of the recent distance learning model. It was evident that student engagement, social skills and academic performance had regressed. Students struggled with relationships as we started the year with mandatory face masks, classrooms were separated by plastic partitions, activities were held outside, and student collaboration took on a completely different process.

Staff collaboration and professional development also looked different for the same reasons. Collectively staff worked to create a positive environment, and many discussions were held regarding student expectations and student achievement. Grade level PLC's were established and strategies were put in place to to plan, review student data, and adjust their instruction, as needed. Teachers collaborated to design learning targets for students for each trimester once assessments were digested and analyzed. This time was also utilized to discuss student performance, particularly the district benchmark of STAR Reading and Math for Grades 1-8 and Next Step Guided Reading Assessment for Grades K-3.

Although release days were planned, an extreme shortage of substitute teachers further hindered teachers ability to collaboratively plan or implement instructional strategies to support all learners. In addition, student and staff absences due to COVID became additional barriers to increased instructional differentiation and the movement toward achievement of the goals and actions of this years plan. Through the work of a dedicated, resourceful and resilient staff, teachers found creative ways to administer NSGRA, 1:1 reading assessment, STAR reading and math assessments, and seek guidance from peers and administration on interpreting the results to gather information on fluency and gaps in an individual and/or student groups The assessment results provided guidance to inform instruction as areas of need were targeted.

Intervention teachers (both extended day and pull-out) were hired to support students struggling in the area of reading for specific 6-week blocks of time. EL and SED students received additional intervention strategies within the classroom for explicit and targeted instruction in areas of identified need.

Professional development was provided in curriculum and program use, including Orton Gillingham and Lexia. In the spring, additional additional professional development was provided for the Positive Prevention program, goal setting and individual student conferences, middle school math implementation (Fastbridge), and for individual teacher needs and requests.

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

School Site Council voted to reallocate Title 1 funds for online educational programs to support skills development and increased achievement in all grades.

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.

As a result of the resumption of CAASPP assessment implementation, paused during the pandemic, SBAC achievement data will become prominent in tracking aggregate achievement and progress.

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

FMSD will support the physical, mental, and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

Goal 2

Goal:2 School Climate and Culture

By Fall of 2023, Shirakawa will decrease the percent of student chronic absenteeism by 3% for all subgroups as measured by the 2022 data on the California School Dashboard.

By June 2023, to continue to build a strong sense of Social-Emotional and physical health and safety along with a sense of belonging and self-worth. With the support of all community stakeholders, Shirakawa will increase student self-efficacy by 2% (from 38% to 40%) as measured by the annual Panorama Survey.

By June 2023, to continue to improve the conditions of learning, Shirakawa will increase feelings of student safety by 5% (from 55% to 60%) and student sense of belonging by 5% (from 67% to 73%) as measured by the annual Panorama LCAP survey and other identified measurement tools.

Identified Need

As indicated on the 2022 CA Dashboard, Shirakawa has a Very High number of students who are chronically absent, across most subgroups, including English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White subgroups.

Absences are a barrier to student success, health, and wellness. Students reported a very low feeling of sense of worth and sense of belonging on the Fall and Winter Panorama Surveys this year. Students also expressed some concerns relating to safety as noted in Panorama survey results below 65%. Students and staff also expressed a low satisfaction rate with discipline and student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism	2019 absenteeism rates	Reduce Very High absenteeism in all subgroups by 10% for the 2023 - 2024 Academic Year.
Panorama Survey	Students who report they feel safe sharing their feelings in class rose by 1% to 38% on the Winter 2023 Panorama Survey, but is still too low.	Increase students' feelings of self efficacy by 2% by Winter 2024.
Panorama Survey	88% of staff surveyed report that parents are welcomed to Shirakawa.	Increase staff perceptions of welcoming parents to Shirakawa by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	55% of students report feeling safe.	Increase student self-reported safety by 5% to 60% as reported by Winter 2024 Panorama survey.

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)

Chronically absent students in the English Learner, Filipino, Hispanic, SWD, SED, Two or More Races, and White subgroups.

Strategy/Activity

Increase school outreach to parents and individual home visits for chronically absent students in the English Learner, Filipino, Hispanic, SWD, SED, Two or More Races, and White subgroups by school administrators, Social Worker, and Community Assistant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Staff and Families Professional Development on Social Emotional Learning, literacy, math, science nights, to support parents on how they can support their child with their learning at home and encourage school participation and success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.

LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Secure the services of a Community Assistant at Shirakawa to engage parents, provide parent support and education, connect parents to community resources, help parents feel welcome at Shirakawa, and increase parent awareness of the urgency of regular school attendance. Explore possible contract possibilities before moving forward.

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)

30000

Title I

10000

LCFF Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide and maintain adequate yard supervision through noon duty supervisors to ensure student safety.

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)

15000

LCFF Supplemental

23000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Visual and Performing Arts programming through Starting Arts to diversify our course offerings and increase student satisfaction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide structured recess activities, K-6 PE instruction, and social-emotional support through Little Heroes.

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)

37000

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide and maintain an adequate amount of student health supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Middle School 7th - 8th grade students

Strategy/Activity

Provide specialized physical education instruction through a certificated PE teacher for grades 7 and 8.

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)

65000

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Middle School 7th - 8th grade students

Strategy/Activity

Provide after-school Intramural Athletics opportunities for 7th - 8th grade 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)

2,786

Source(s)

LCFF Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide training for campus supervisors, including all staff to oversee students at lunch to promote positive character traits by implementing school adopted positive intervention strategies and shark coin reinforcers

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

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide student positive recognition incentives for achievement, behavior and/or attendance on a monthly basis

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)

600

Source(s)

LCFF Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training, coaching, materials and resources for staff implementation of Year Two, MTSS training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Training to increase understanding and specific tools for teachers to support students with trauma-related behaviors and effects through Trauma Skilled School program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive Discipline plan/School Culture (shared, location-specific expectations, Restorative Justice or similar, including Community Circles, Restorative Circles, Daily Check-ins, etc.)

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)

200

LCFF Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Lingering effects of the Pandemic have reshaped student and parent views on absenteeism, creating gaps in attendance among all student groups. Our current efforts are slowly gaining traction in addressing this issue. Increasing parent education and family events to increase home to school connections will inform parents of the urgency of attendance on their child's education. Attendance letters, parent meetings and home visits, as well as declining inter-district transfers for chronically absent students, will benefit students and our community as a whole.

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

There were multiple acts of physical aggression during the first month of school, contributing to reduced student safety. Noon duty supervision, recess activities, and PE instruction were increased as proposed to improve student safety, as well as perimeter cameras to monitor student activities. We added one noon duty staff and implemented the practice of monthly meetings with our noon duty staff to ensure consistency in supervision and application of school behavior expectations. Trimester awards assemblies have been resumed, and have been well attended by parents and well received by students, contributing to improved student and parent satisfaction scores on recent Panorama Surveys.

We have implemented daily SEL check ins, calming corners, and community circles in all classes. Students reported only 37% felt safe sharing their feelings in class. As this was our lowest student score, we worked to increase students self-efficacy, and did see an increase of 1%, to 38%, by Winter 2023. Only 88% of staff feel that parents are welcomed at Shirakawa per the most recent (Winter 2023) Panorama Survey. Family events continue to draw large numbers of parents, but the types of events are static and would benefit from updates. We have recently applied for a grant to fund a Community Assistant at Shirakawa.

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.

Our goals and actions continue to focus on student wellness, engagement, health, well being, and safety. Our recent Panorama survey results show a positive trend among students and parents around school satisfaction.

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

FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

Goal: 3 Family and Community Engagement
 By Spring of 2024, Shirakawa School will increase parent engagement and participation at school events and workshops by 5% as measured in the annual LCAP family survey. (88% to 92%)
 By Spring of 2024, Shirakawa School will increase offerings of opportunities to help families learn how to support their child's learning by 3% as measured in the annual LCAP family survey.
 By Spring of 2024, Shirakawa School will offer one or more opportunities of workshops for parent support and to help families learn how to communicate and work with their child's social/emotional growth and support.

Identified Need

Based upon our Local Control and Accountability Plan Survey, Shirakawa has an identified area of need in engaging more of our parents/families to participate in school-wide events beyond required conferences and IEP meetings. As measured on the Winter 2023 LCAP Staff Survey, only 88% of staff members feel that parents are welcomed at Shirakawa. Families responded favorably in the area of family engagement, but only 88% of families participated in school activities beyond parent conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Only 88% of staff feel that parents are welcomed at Shirakawa.	Increase staff perceptions of parents being welcomed at Shirakawa as reported on Winter 2024 Panorama Survey by 3% to 91%.
Family workshop sign-in sheets	New metric - no baseline	Workshop (s) for parents on supporting attendance, achievement, and SEL in their student(s).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide release time for teachers to confer with parents of students who may be struggling academically or behaviorally through the SST process

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide for Monthly Parent Coffee with the Principal, SSC/ELAC, and Parent Meetings. A Pizza with the Principal Party will be held at the beginning of each school year (August). Translation will be available at all meetings to encourage greater parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1600

Source(s)

LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide opportunities for parents/guardians to participate in workshops and meetings by providing onsite babysitting for their child(ren).

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)

100

Source(s)

LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students/bilingual

Strategy/Activity

Provide all documents (Parent Square, IEPs, flyers, etc.) in the home language

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)

100

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students/bilingual

Strategy/Activity

Provide bilingual interpreters for parent meetings, workshops, and parent conferences to ensure that parents have access in their language of choice to access and understand the information being provided

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)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a Minimum of two parent workshops on Communication, Social skills, SEL, and/or curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Seek community grant funding through Catholic Charities to provide funds needed for community engagement and a Community Assistant position

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Partner with community agencies (Family Resource Center, Beautify San Jose, Our City Forest, etc.) to support our students and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

In Kind

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

From our 22-23 goal, family communication and engagement received positive responses from families with most over 90% favorable. We also achieved our goal of increasing parents' favorable response in taking their opinion into consideration when planning. We are still looking to increase

parent participation, and are hopeful that with the lessening restrictions from COVID, more families will participate in the discussions, decision making and student engagement activities.

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

COVID precautions and student issues on campus reduced our ability to offer on-site parent education. In-person interpreters were used for most language needs, with Language Line as an approved and reliable back up.

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

We will offer both in-person and virtual meeting formats to encourage and maximize parent participation, and have planned several parent interaction events to engage families, including our upcoming Open House and Multicultural Festival.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$291,036.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$53,000.00

Subtotal of additional federal funds included for this school: \$53,000.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$167,000.00
General Fund	\$4,300.00
In Kind	\$0.00
LCFF Base	\$4,000.00
LCFF Concentration	\$10,200.00
LCFF Supplemental	\$52,536.00

Subtotal of state or local funds included for this school: \$238,036.00

Total of federal, state, and/or local funds for this school: \$291,036.00

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
Tri Vo	Parent or Community Member
David Gomez	Parent or Community Member
Michael Ho	Parent or Community Member
Andrea Dean	Parent or Community Member
Elvia Sanchez	Parent or Community Member
Jean Agra Gandia	Other School Staff
Angie Dinh	Classroom Teacher
Kristy Cole	Classroom Teacher
Jung Lee	Classroom Teacher
Elizabeth Cord	Principal
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: Instructional Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on April 28, 2023.

Attested:

Principal, Elizabeth Cord, Ed.D. on April 28,2023
SSC Chairperson, Tri Vo on April 28,2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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