School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cave Language Academy	48705816051429	10-27-20	

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
Targeted Support and Improvement
The purpose of the SPSA is to coordinate all educational services at the school.

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

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: classroom observations/ walkthroughs, progress reports, formative and summative test scores, etc., and commit to focusing our resources to best support our students.

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear attainable pathways to career and/or college success. In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families. This includes targeted extended learning opportunities before or after school for students in need of support.

Elmer Cave Language Academy will provide students the opportunity to excel in future academic pursuits and successfully enter a global market, bilingual and biliterate in Spanish and English.

Elmer Cave Language Academy is a Spanish dual immersion school, serving all of Vallejo. It is a magnet school, as it is a school of choice for those interested in educating their children in two languages in order to become bilingual and biliterate. We currently serve students from Transitional Kindergarten through Eighth grade.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

All stakeholders are able to provide input throughout the year in various organized virtual meetings and events due to Covid-19.Our Academic Support Provider is instrumental in organizing staff, students and community through our Full Service Community district model, but we have not been able to have events on campus. We use data from budgets, attendance, Site and District-based assessments, Healthy Kids Survey (school climate), school referral and suspension data and school site safety drills and protocols. We then share and develop action plans with staff, students and community at our Leadership Meetings (Design Team with classified and certificated representatives), student council, PTA, Full Service Community Family events, English Learner Advisory Council and School Site Council. We then determine priorities and action plans in order to best allocate funds to create measurable solutions. Again, this year, due to the pandemic and distance learning, we are using a virtual platform (Google Meets) to hold all meetings and events.

Summary of Results:
We are currently a PBIS school that uses positive reinforcement and consistent education on routines and procedures that support a safe, respectful and responsible student body. Currently, we maintain a positive school environment trend, as evidenced by our school climate data and California Dashboard, but we are striving to improve it to all green or blue. We do show a need for Social Emotional Learning and started the year with professional development wherein we focused on the . The input received also indicates a focused need in Math and for English Learners who are in need of support in meeting standards according to CAASPP. English Language Arts is holding steady, but we want to ensure we are trending upward toward excellence for all.

Classroom Observations

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

Classroom Walkthroughs (virtual, during Distance Learning):
Principal and TL will conducted weekly virtual walkthroughs of classrooms and provide timely written and/or oral feedback in areas teachers are excelling and areas in need of improvement . These are discussed during weekly collaboration and PD. Teachers welcome feedback and show improvements in areas targeted.

Principal will schedule timely observations and feedback for evaluations that will allow teachers to focus on standard-based objectives and build on successes and improve in need areas that will include appropriate guidance and support. All teachers received a satisfactory evaluation.

The teacher Leader, mentors and BTSA Coaching and Support -Provide individuals at various levels of professional development and grade level teams effective support and coaching through observations and feedback, direct training, modeled lessons, co-teaching support and guided effective lessons planning. All mentors are committed to supporting new teachers and build rapport for continued collaboration for student success.

We have new teachers that we tend to support more and look for all trends and need areas observed during classroom observations and collaboration are used to drive our professional development topics for teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As a Dual Immersion we assess students using multiple measures in Spanish and English to ensure students are becoming biliterate. This still requires use of progress monitoring using CAASPP for 3rd - 8th grades and ELPAC for second language learners in K-8th. The site still requires formative and summative assessments in Spanish and English that help inform instruction and provide our stakeholders, especially parents, measurable progress monitoring.

Student supports for those not meeting standard-based performance goals are provided the following intervention:

SES Tutoring provided for students K-8th in math and English Language Arts as identified by ELPAC and CAASPP scores.

Extended Learning after school classes provided with LCAP/District/General Fund Content Intervention budget for Language Arts and Math (problem solving using word problems) especially for EL students with ELPAC levels of 1 and 2 (as well as those students unable to reclassify) for students 3rd - 8th.

Student Success Teams:

- Teachers and staff collaboratively analyze student assessment date and figure out appropriate support systems for students at risk and with the assistance of our Academic Support Providers (ASP) conduct a SST (Student Success Team) with parents/guardians in order to proactively create 4 to 6 week SMART (measurable) goals tied to assessments for academic or behavioral support for students not meeting standards. As well necessary community resources (mental health, vision, speech referrals, etc.) may be utilized to improve student achievement. The site personnel make-up of the SST team will be determined depending upon needs of individual student (psychologist, speech therapist, etc.).

Students at or above grade level:

Including but not limited to the following:

Web-based technology/ supplementary programs designated to work at students' level and re-mediate or challenge according to diagnostic checks.

- Imagine Math (Spanish/English)
- Imagine Learning (Spanish/English)

Art, Music and Performing arts for all grades using LCAP budget as available.

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

As a Dual Immersion we assess students using multiple measures in Spanish and English to ensure students are becoming biliterate. This requires use of progress monitoring using district based assessments, curriculum based assessments, as well as multiple measures that include writing, reading fluency, comprehension and unit tests (language arts and math).

Student supports for those not meeting performance goals are provided the following intervention:

K-2nd : Academic Support Classes for half an hour 3 days a week, provided by TK/K teacher non-prep time focused on small-group (no more than 6 students) interventions for phonemic awareness and reading. These are flexible groups where students are exited as soon as they reach specified grade level standards.

Extended Learning after school classes provided with LCAP/District Content Intervention budget for Language Arts and Math (problem solving using word problems) especially for EL students with ELPAC levels of 1 and 2 (as well as those students unable to reclassify) for students 1st - 2nd Grades.

Bilingual Tutor Support for differentiating learning and small group instruction in TK-2nd with strategic language learners.

Student Success Teams:

- Teachers and staff collaboratively analyze student assessment date and figure out appropriate support systems for students at risk and with the assistance of our Academic Support Providers (ASP) conduct a SST (Student Success Team) with parents/guardians in order to proactively create 4 to 6 week SMART (measurable) goals tied to assessments for academic or behavioral support for students not meeting standards. As well necessary community resources (mental health, vision, speech referrals, etc.) may be utilized to improve student achievement. The site personnel make-up of the SST team will be determined depending upon needs of individual student (psychologist, speech therapist, etc.).

Students at or above grade level:

Including but not limited to the following:

Web-based technology/ supplementary programs designated to work at students' level and re-mediate or challenge according to diagnostic checks.

- Footsteps 2 Brilliance (Spanish/English)
- Imagine Math
- Imagine Learning (Spanish/English)

Art, Music and Performing arts for all grades using LCAP budget.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Highly Qualified Teacher Recruitment and Hiring

In conjunction with Human Resources, we attempt to hire only Highly Qualified teaIchers to core instructional programs as needed for a Spanish Dual Immersion Program. The principal attends recruitment fairs and reaches out to community to recruit bilingual teachers, which are difficult to acquire fully credentialed. We have had to hire pre-interns, interns and temporary teachers due to teacher shortage. They often come from out of the area and as soon as they clear their credential with our free BTSA program, they move closer to home or apply to higher paying districts. We do not provide additional stipend for their bilingual credential (additional exams).

- Multiple-Subject, Spanish BCLAD

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

VCUSD provides training for all teachers on adopted core curriculum and monitors completion at every site. A menu of professional development is provided at the district level for core instructional best practices that teachers are paid to attend. Several are a series of PDs that allow for teachers to implement strategies and follow-up for efficacy.

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

At the site we have Professional Development every other Wednesday that focuses on key strategies, as identified in CAASPP , ELPAC or District-Based Assessments. These are supported by District personnel that is specially trained in core subjects (math, language arts or ELD).

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

Scheduled Professional Development-

Site will provide quality professional development and support for all staff members through curricular experts,Teacher Leader/Instructional Coach or expert teachers.

Teacher Leader and BTSA Coaching and Support -Provide individuals and grade level teams effective support and coaching through observations and feedback, direct training, modeled lessons, co-teaching support and guided effective lessons planning

Teachers and TL will attend professional development opportunities offered through District and outside of District to gain and share knowledge to meet site goals and targets such as Common Core, PBIS, GLAD, BTSA Teacher Institute, Teacher Network, Conferences (CABE, La Cosecha, etc.)

Teachers and TL will observe other teachers/schools throughout the District or outside of the District in order to gain Dual Immersion best practices and meet site goals and targets.

Teachers and TL will attend professional development opportunities offered through District and outside of District to gain and share knowledge to meet site goals and targets such as Common Core, PBIS, GLAD, BTSA Teacher Institute, Teacher Network, Conferences (CABE, La Cosecha, etc.)

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

Scheduled Grade Level Collaboration

Teachers will meet bi-weekly in grade level and multi-grade level teams with the principal and/or teacher leader to analyze Student Achievement data and assessments in order to plan and create effective instructional strategies and action plans that clearly identify next steps to accelerate achievement for all students and those in need of interventions.

Teaching and Learning

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

State-Adopted Materials

- Site will fully Implement state-adopted, standards aligned to Common Core curriculum and monitor for rigorous instruction following the 90:10 Spanish Immersion Model for biliteracy.

- 90:10 Model Implementation and monitoring for students to be at grade level in Spanish by 2nd Grade
- TK-1 90% Spanish; 10% English (TK currently 50% English/Spanish)
- 2nd 80% Spanish; 20% English
- 3rd 70% Spanish; 30% English
- 4th 60% Spanish; 40% English
- 5th – 8th 50% Spanish/English

- Weekly principal, TL walkthroughs and feedback using PEERR Instructional Framework and site-based targeted observing and feedback framework

- Grade level Collaboration to evaluate student work and plan curriculum to meet standards

- Analyze assessments to differentiate instruction and provide student interventions

- School Garden projects

- Robotics/Coding – Middle School and after/before school

- Arts/Music Instruction:

- Various arts programs and Clubs (ie. Yearbook, Performance, visual, culinary arts, education)

- Art Instruction for all grade levels – outside vendors, i.e., MOCHA, Artists in Residence, etc.

- Drumming Teacher for all grade levels – drumming history, drumming around the world, timing, rhythm

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

VCUSD provides a pacing/curriculum guides/maps for Language Arts and Math and instructional minutes are aligned through Board approved bell schedules. We then align all interventions outside of core curriculum instruction.

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

VCUSD provides pacing guides our teachers use in order to ensure grade level CCSS are covered in their instructional schedules that reviewed and approved to also meet our 90:10 Spanish/English Dual Immersion model.

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

The Library/Media Clerk inventories each class to adhere to Williams Act to ensure all students have access to standards-based instructional material.

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

All standard-aligned curriculum is provided and monitored by VCUSD to ensure access for every student from State adopted materials list.

Opportunity and Equal Educational Access

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

Before/After School Extended Learning/ Intervention:

- Support for EL and intervention students with a focus on those not meeting standards and ELPAC levels 1 and 2(more than one year at ELPAC level 3)
- Identified EO students in need of Spanish Language Development
- Intervention teacher will oversee the academic components and alignment of curriculum to meet the needs of students and collaborate with grade level teachers to monitor and adjust student progress during scheduled collaboration to ensure student achievement and progress
- During non-prep (50 minutes daily) TK and Kindergarten teachers will provide early intervention for newcomers or identified students in TK -3rd grade and/or provide coverage for collaboration
- Provide Academic Support Intervention Sessions that do not interfere with Core Curriculum for below grade level students in SLA, ELA and Math
- Bilingual Tutor Support for differentiating learning and small group instruction in TK-3rd with strategic scheduled time

Evidence-based educational practices to raise student achievement

Teachers provide small group instruction for students in need of support during independent practice. We also provide web-based supplemental programs designed and tested to work to increase students' performance relative to their zone of proximal development. As well extended learning opportunities provide small group interventions for targeted groups in need of remediation.

Parental Engagement

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

Again, due to Covid-19 we will attempt to provide as many virtual events as possible in the following areas:

Scheduled FSCS Family Events, educational assemblies and classroom demonstrations by families and community organizations (mentor speakers, career fairs,
Fall or Spring Family Event with community vendors, parent education or information classes/presentations/workshops)

- Site Collaborative/ Enrichment Meetings to bring together school and community resources and create partnerships for enrichment classes and tutoring
- Latino Family Literacy Project and English classes, as well as Parent education and support workshops

Support PTA fundraisers for books, field trips, materials and supplies, educational themed events such as:

- Movie Nights, Dia de los Muertos, Hispanic Heritage, Winter Showcase, Black History Presentations, Multicultural Night, Carnaval, Garden Club Work Parties, etc.
- Student council organizational meetings and events
- provide necessary food, materials and supplies for events and/or meetings
- provide fingerprinting for community volunteers in order to attract and honor volunteer time
- Offer childcare options
- Curriculum Based virtual Field Trips to provide student with grade level aligned educational enrichment experiences
- K-1: Community Awareness
- 2-4: Science or History/Social Studies
- 5: College Visit
- 6-8: STEAM related

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)

As previously mentioned, we gather input from all stakeholders in order to provide invaluable access to multiple points of view that assist us in developing strategies to improve school and student achievement.Throughout the year we garner input at staff meeting, grade level collaborations, Leadership Team Meetings, School Site Council, English Learner Advisory Council, and Student Council to determine needs and prioritize allocation of funds.

Funding

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

Categorical funds support supplemental programming including: Teacher Leader support for teacher coaching, new teacher mentoring, content intervention for students during and beyond the school day, resources for materials to support extend learning, technology to provide 21st Century learning and support services to differentiate supports to students at all levels. Funding will also support parent involvement and the materials and supplies needed for in-person and virtual meetings or to support parents in supporting early literacy.

Fiscal support (EPC)

Funds are allocated for Elmer Cave Language Academy from General Funds, LCAP (when available) and Title I.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input is gathered from all stakeholders including, staff, community and VCUSD during ELAC/SSC, PTA, Parent Square Surveys, school meetings/collaborations and at Leadership Team Meetings (Design Teams). We are holding virtual meetings during Covid-19.

Resource Inequities

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

As a Spanish-English Dual Immersion program, we are still in need of additional authentic Spanish reading material in classrooms and our library in order to allow staff and students access to a wide variety of reading material. Our middle school is especially scarce in grade-level literature (class sets as well as classroom libraries). We do not have the budget to purchase these books.

Our middle school does not have a defined sports program and P.E. coach and thus teachers have to forego their prep period and take on this role. This limits the experience that traditional middle schools offer. As well, we do not have music classes or electives in our middle school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.51%	0%	%	2	0	
African American	13.2%	10.08%	10.0%	52	40	41
Asian	1.02%	0.5%	0.5%	4	2	2
Filipino	2.54%	3.27%	2.7%	10	13	11
Hispanic/Latino	68.53%	72.54%	74.3%	270	288	304
Pacific Islander	1.02%	0.5%	0.5%	4	2	2
White	8.88%	9.82%	9.8%	35	39	40
Multiple/No Response	%	1.01%	1.5%		9	6
			Total Enrollment	394	397	409

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	94	98	93
Grade 1	51	68	78
Grade 2	48	43	54
Grade3	39	44	42
Grade 4	35	34	40
Grade 5	46	33	32
Grade 6	25	33	27
Grade 7	32	17	28
Grade 8	24	27	15
Total Enrollment	394	397	409

Conclusions based on this data:

1. As a new Spanish-English Dual Immersion, we have been adding a grade level each year since 2011, which increased our numbers.
2. We had to open a third 2nd grade class due to increasing amounts of community demand (wait list) prior to the pandemic, but saw a lot of students leave due to the online demands of a dual immersion that were difficult.
3. We do not accept new students after 1st grade, unless from another dual immersion and thus our Grade Span Reduction ratio is affected when students leave.

We see many students leave after 5th grade for 6-12th grade programs or a middle school experience that includes sports and more enrichment options.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	136	139	137	34.5%	35.0%	33.5%
Fluent English Proficient (FEP)	32	69	67	8.1%	17.4%	16.4%
Reclassified Fluent English Proficient (RFEP)	6	39	4	4.0%	28.7%	2.9%

Conclusions based on this data:

1. Due to the program requirements, we have a lottery for incoming students that accepts 50% English and 50% Spanish speaking students in order to provide for sufficient immersion opportunities and models in both languages to enable fluency in both languages.
2. Data is showing that we have a steady stream of incoming EL students and an increasing trend of FEP population of students, but the pandemic affected our ability to immerse students in English for BICS as well as CALP .
3. Data shows that we have significantly increased our RFEP students from 4.0% to 28.7% and also increased our FEP students from 8.1% to 17.4% which indicates that our Dual Immersion model is allowing students to become bilingual and biliterate in Spanish and English prior to the pandemic.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	33	39	48	33	39	48	33	39	100	100	100
Grade 4	35	45	35	35	45	35	35	45	35	100	100	100
Grade 5	45	36	46	45	36	46	45	36	46	100	100	100
Grade 6	29	38	25	29	38	25	29	38	25	100	100	100
Grade 7		25	32		25	32		25	32		100	100
Grade 8			24			24			24			100
All Grades	157	177	201	157	177	201	157	177	201	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2391.	2444.	10.42	15.15	30.77	18.75	24.24	20.51	50.00	21.21	30.77	20.83	39.39	17.95
Grade 4	2431.	2469.	2422.	5.71	17.78	14.29	17.14	28.89	11.43	40.00	31.11	17.14	37.14	22.22	57.14
Grade 5	2504.	2452.	2490.	17.78	0.00	17.39	28.89	22.22	19.57	28.89	38.89	32.61	24.44	38.89	30.43
Grade 6	2536.	2540.	2495.	17.24	23.68	4.00	41.38	26.32	36.00	13.79	34.21	32.00	27.59	15.79	28.00
Grade 7		2586.	2532.		32.00	9.38		32.00	28.13		24.00	40.63		12.00	21.88
Grade 8			2581.			25.00			33.33			20.83			20.83
All Grades	N/A	N/A	N/A	12.74	16.95	17.41	25.48	26.55	23.38	35.03	30.51	29.35	26.75	25.99	29.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	15.15	28.21	47.92	36.36	48.72	39.58	48.48	23.08
Grade 4	11.43	20.00	11.43	57.14	55.56	40.00	31.43	24.44	48.57
Grade 5	22.22	5.56	21.74	53.33	63.89	45.65	24.44	30.56	32.61
Grade 6	27.59	28.95	0.00	41.38	39.47	68.00	31.03	31.58	32.00
Grade 7		40.00	9.38		44.00	50.00		16.00	40.63
Grade 8			37.50			29.17			33.33
All Grades	17.83	20.90	18.41	50.32	48.59	46.77	31.85	30.51	34.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	21.21	25.64	60.42	54.55	51.28	33.33	24.24	23.08
Grade 4	8.57	20.00	17.14	60.00	51.11	48.57	31.43	28.89	34.29
Grade 5	24.44	8.33	15.22	51.11	52.78	65.22	24.44	38.89	19.57
Grade 6	24.14	23.68	8.00	44.83	47.37	72.00	31.03	28.95	20.00
Grade 7		32.00	25.00		48.00	53.13		20.00	21.88
Grade 8			25.00			62.50			12.50
All Grades	15.29	20.34	19.40	54.78	50.85	58.21	29.94	28.81	22.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	18.18	33.33	81.25	54.55	56.41	10.42	27.27	10.26
Grade 4	11.43	11.11	11.43	54.29	82.22	54.29	34.29	6.67	34.29
Grade 5	11.11	5.56	19.57	73.33	66.67	54.35	15.56	27.78	26.09
Grade 6	13.79	21.05	4.00	62.07	68.42	68.00	24.14	10.53	28.00
Grade 7		8.00	15.63		76.00	56.25		16.00	28.13
Grade 8			20.83			70.83			8.33
All Grades	10.83	12.99	18.41	69.43	70.06	58.71	19.75	16.95	22.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	9.09	20.51	60.42	45.45	58.97	18.75	45.45	20.51
Grade 4	5.71	20.00	8.57	74.29	64.44	37.14	20.00	15.56	54.29
Grade 5	15.56	5.56	21.74	64.44	58.33	50.00	20.00	36.11	28.26
Grade 6	48.28	31.58	12.00	34.48	55.26	56.00	17.24	13.16	32.00
Grade 7		44.00	21.88		44.00	59.38		12.00	18.75
Grade 8			41.67			33.33			25.00
All Grades	21.02	20.90	20.40	59.87	54.80	49.75	19.11	24.29	29.85

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
Data available shows that the mean scale score and overall achievement percentage for all student cohorts for past three years have increased. This is despite the fact that students in 3rd grade are receiving 70% of their instructional day in Spanish and 4th grade has 60% of their day in Spanish. Fifth through 8th grade receive 50% of the day in Spanish. We are still one of the top 3 schools in the District.Overall achievement of all cohorts have increase percentage standard met and all except for one cohort increased percentage standard exceeded. The

cohort that has not increased standard percentage exceeded has not had fully credentialed teachers since 3rd grade and are currently in 7th.

3. Data Analysis as of 18-19:
The on-going challenge for our school is the procurement and retention of highly qualified bilingual teachers. We lack the local universities that provide BCLAD certifications and often cannot compete with salaries provided by other districts closer to home.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	33	39	48	33	38	48	33	38	100	100	97.4
Grade 4	35	45	35	35	45	35	35	45	35	100	100	100
Grade 5	45	36	46	45	36	46	45	36	46	100	100	100
Grade 6	29	38	25	29	38	25	29	38	25	100	100	100
Grade 7		25	32		25	32		25	32		100	100
Grade 8			24			24			24			100
All Grades	157	177	201	157	177	200	157	177	200	100	100	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2400.	2462.	16.67	12.12	39.47	41.67	27.27	18.42	20.83	9.09	26.32	20.83	51.52	15.79
Grade 4	2451.	2453.	2454.	8.57	6.67	11.43	28.57	26.67	20.00	28.57	40.00	42.86	34.29	26.67	25.71
Grade 5	2477.	2441.	2463.	13.33	2.78	6.52	15.56	11.11	19.57	28.89	27.78	28.26	42.22	58.33	45.65
Grade 6	2501.	2508.	2473.	13.79	13.16	0.00	13.79	15.79	12.00	31.03	34.21	48.00	41.38	36.84	40.00
Grade 7		2538.	2511.		28.00	15.63		8.00	9.38		28.00	34.38		36.00	40.63
Grade 8			2534.			20.83			8.33			25.00			45.83
All Grades	N/A	N/A	N/A	13.38	11.30	16.00	26.11	18.64	15.50	26.75	28.81	33.50	33.76	41.24	35.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.50	24.24	50.00	41.67	30.30	28.95	20.83	45.45	21.05
Grade 4	14.29	20.00	25.71	37.14	33.33	22.86	48.57	46.67	51.43
Grade 5	22.22	2.78	10.87	22.22	25.00	30.43	55.56	72.22	58.70
Grade 6	13.79	15.79	0.00	34.48	26.32	36.00	51.72	57.89	64.00
Grade 7		32.00	21.88		12.00	15.63		56.00	62.50
Grade 8			25.00			16.67			58.33
All Grades	23.57	18.08	23.00	33.76	26.55	25.50	42.68	55.37	51.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	21.21	28.95	52.08	30.30	50.00	27.08	48.48	21.05
Grade 4	14.29	15.56	20.00	51.43	44.44	31.43	34.29	40.00	48.57
Grade 5	15.56	2.78	13.04	37.78	36.11	32.61	46.67	61.11	54.35
Grade 6	13.79	15.79	12.00	44.83	50.00	52.00	41.38	34.21	36.00
Grade 7		28.00	12.50		40.00	56.25		32.00	31.25
Grade 8			20.83			41.67			37.50
All Grades	16.56	15.82	18.00	46.50	40.68	43.00	36.94	43.50	39.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	12.12	42.11	64.58	39.39	42.11	14.58	48.48	15.79
Grade 4	2.86	15.56	17.14	65.71	53.33	37.14	31.43	31.11	45.71
Grade 5	8.89	2.78	8.70	44.44	41.67	50.00	46.67	55.56	41.30
Grade 6	17.24	13.16	4.00	37.93	47.37	60.00	44.83	39.47	36.00
Grade 7		24.00	21.88		60.00	53.13		16.00	25.00
Grade 8			25.00			37.50			37.50
All Grades	12.74	12.99	20.00	54.14	48.02	46.50	33.12	38.98	33.50

Conclusions based on this data:

1. Due to Covid-19, there is no new date reported on this data set for 2020-2021.

2. Data Analysis as of 18-19:
Overall achievement for for 4th and 5th cohorts (beginning in 15-16) has gone up in percentage Standards Exceeded.

3. Data Analysis as of 18-19:
The grade levels that went down have had changes in teachers and have had several years with new and non-credentialed teachers who are pre-interns or interns.
The on-going challenge for our school is the procurement and retention of highly qualified bilingual teachers. We lack the local universities that provide BCLAD certifications and often cannot compete with salaries provided by other districts closer to home.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1410.8	1417.0	1424.9	1439.6	1377.6	1364.0	39	31
Grade 1	1460.6	1459.3	1473.6	1484.9	1447.0	1433.2	24	29
Grade 2	1487.5	1468.8	1483.6	1471.2	1490.7	1466.1	18	13
Grade 3	1495.5	*	1492.5	*	1497.9	*	15	6
Grade 4	1526.8	1509.7	1519.6	1508.2	1533.5	1511.0	22	11
Grade 5	*	1520.7	*	1511.1	*	1530.0	*	13
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	6
Grade 8		*		*		*		*
All Grades							142	118

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.45	*	32.26	38.46	54.84	*	6.45	39	31
1	*	13.79	*	31.03	*	44.83	*	10.34	24	29
2	*	7.69	*	46.15	*	30.77	*	15.38	18	13
3	*	*	*	*	*	*	*	*	15	*
4	*	0.00	50.00	54.55	*	45.45		0.00	22	11
5	*	0.00	*	76.92	*	15.38	*	7.69	*	13
6	*	*	*	*	*	*		*	*	*
All Grades	32.39	6.78	28.87	43.22	27.46	40.68	11.27	9.32	142	118

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.13	*	48.39	30.77	29.03	*	6.45	39	31
1	70.83	34.48	*	37.93	*	24.14	*	3.45	24	29
2	*	15.38	*	46.15	*	38.46	*	0.00	18	13
3	*	*	*	*	*	*	*	*	15	*
4	54.55	36.36	*	54.55	*	9.09	*	0.00	22	11
5	*	30.77	*	53.85	*	7.69	*	7.69	*	13
6	*	*	*	*	*	*		*	*	*
All Grades	46.48	26.27	25.35	44.07	17.61	23.73	10.56	5.93	142	118

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	6.45	41.03	70.97	33.33	22.58	39	31
1	*	3.45	*	24.14	*	37.93	*	34.48	24	29
2	*	7.69	*	30.77		30.77	*	30.77	18	13
3	*	*	*	*	*	*	*	*	15	*
4	*	0.00	*	45.45	*	36.36	*	18.18	22	11
5	*	0.00	*	15.38	*	84.62	*	0.00	*	13
6	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*	*		*	*	*
All Grades	21.83	1.69	25.35	22.03	28.87	54.24	23.94	22.03	142	118

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.72	12.90	33.33	83.87	*	3.23	39	31
1	79.17	62.07	*	34.48	*	3.45	24	29
2	61.11	38.46	*	53.85	*	7.69	18	13
3	*	*	80.00	*	*	*	15	*
4	*	18.18	54.55	81.82		0.00	22	11
5	*	0.00	*	92.31		7.69	*	13
6	*	*	*	*	*	*	*	*
All Grades	50.00	25.42	40.85	65.25	9.15	9.32	142	118

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.81	35.90	64.52	41.03	9.68	39	31
1	45.83	27.59	50.00	62.07	*	10.34	24	29
2	*	7.69	*	69.23	*	23.08	18	13
3	*	*	*	*	*	*	15	*
4	68.18	36.36	*	54.55	*	9.09	22	11
5	*	84.62	*	7.69	*	7.69	*	13
All Grades	49.30	36.44	32.39	51.69	18.31	11.86	142	118

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	69.23	80.65	*	19.35	39	31
1	*	13.79	*	44.83	*	41.38	24	29
2	*	7.69	*	76.92	*	15.38	18	13
3	*	*	*	*	*	*	15	*
4	*	0.00	59.09	54.55	*	45.45	22	11
5	*	0.00	*	92.31	*	7.69	*	13
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
All Grades	22.54	5.08	54.23	66.10	23.24	28.81	142	118

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	9.68	28.21	51.61	38.46	38.71	39	31
1	*	6.90	50.00	58.62	*	34.48	24	29
2	*	0.00	61.11	76.92	*	23.08	18	13
3	*	*	*	*	*	*	15	*
4	*	0.00	63.64	90.91		9.09	22	11
5	*	15.38	*	84.62		0.00	*	13
All Grades	24.65	7.63	52.11	68.64	23.24	23.73	142	118

Conclusions based on this data:

1. Due to Covid-19, there is no new data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
The Overall Language percentage of all grades for Student performance levels 3 and 4 was 61.26%. This demonstrates students in our dual immersion are developing both languages.Oral development percentage of all grades for Student performance levels 3 and 4 was 71.83%, which demonstrated our students are developing both languages.

3. Data Analysis as of 18-19:
Written language percentage of all grades for Student performance levels 3 and 4 was 47.18%, which is demonstrates that true biliteracy indeed takes 4 to 7 years, as research shows. This is an area we will concentrate on with professional development to increase writing across the curriculum. Our after school extended learning focuses on language learners and provides 10 weeks of support.

School and Student Performance Data

Student Population

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

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
397	**58.7**	**35.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	139	35.0
Socioeconomically Disadvantaged	233	58.7
Students with Disabilities	25	6.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	10.1
Asian	2	0.5
Filipino	13	3.3
Hispanic	288	72.5
Two or More Races	9	2.3
Pacific Islander	2	0.5
White	39	9.8

Conclusions based on this data:

1. Due to Covid-19, there is no new data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
Our program model requires a lottery for 50% Spanish and 50% English speaking applicants in order to provide enough language models for immersion in both languages.
Data shows 42.3% of our students are English Learners, but 70.1% are Hispanic. This is due to the fact that many of the dual immersion schools serve as language maintenance institutions since families are losing heritage languages that are bridges to cultural identity.We have 14.1% African Americans and we would love to increase this

number in order to provide a more balanced representation of our community. We will continue to welcome referrals from current families and community members.

3. Data Analysis as of 18-19:
We don't have a large representation of our white, Asian, Filipino and Pacific Islander community. This is an area that seems to be growing in the last couple of years, but we are conscious that biliteracy in Spanish is not the goal of many groups who may already be bilingual.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. Due to Covid-19, there is no new data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
We are on our way to green in English Language Arts but need to continue to make progress with math by building student capacity to solve complex multi-step problems, starting in earlier grades.We have single digit Chronic absenteeism at 8.5%, which is a very close second in our District.
Attendance is critical in our program because the language immersion is central to second language acquisition. We have a 94.37% attendance rate and we are committed to put in place incentives at every level from student to class to school to increase it to over 95%.

3. Data Analysis as of 18-19:
Our suspension rate is yellow and we have been working with our PBIS programs with our ASP and school psychologist to put in more problem solving options in order to empower students to problem solve prior to needing adult intervention.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

This section provides number of student groups in each color.

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

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.9 points below standard	44.6 points below standard	0 Students
Declined -3.9 points	Declined -5.8 points	
200	98	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	35.2 points below standard	83.9 points below standard
	Declined -11.7 points	Declined -8.1 points
	119	16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -11 points	1	1	4
27			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
33 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	88.4 points above standard
Maintained -2.3 points	6	2	Increased ++12.7 points
138			17

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.4 points below standard	6.2 points above standard	9 points above standard
Declined Significantly -45.5 points	Declined -5.3 points	Maintained -0.7 points
45	53	94

Conclusions based on this data:

1. Due to Covid-19, there is now new Data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
We increased for all students in ELA with only 11.1 points below standard. We don't have any areas in red.Although much work needs to be done to increase student achievement to the levels of success expected for all students, especially our English Learners and socioeconomically disadvantaged students who are unable to make adequate progress, we are performing at or above the District's average in most areas.

3. Data Analysis as of 18-19:
We increased for all students in ELA with only 11.1 points below standard. We don't have any areas in red.Our African American, white and Reclassified students are performing above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	
40 points below standard	61.8 points below standard	
Increased ++4.9 points	Increased ++3 points	
199	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	59.4 points below standard	108.5 points below standard
	Maintained -0.3 points	Declined -4.8 points
	118	15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
49.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.8 points	1	1	4
27			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
54 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	70.3 points above standard
Increased ++3.6 points	6	2	Increased ++8.7 points
137			17

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.7 points below standard	13.7 points below standard	24.3 points below standard
Declined Significantly -34.9 points	Maintained ++1.2 points	Increased ++7 points
44	53	94

Conclusions based on this data:

1. Due to Covid-19, there is no new data reported on this data set for 2020-21.

2. Data Analysis as of 18-19:
We increased for all students in ELA with only 11.1 points below standard. We don't have any areas in red.We don't have any red areas, but the orange signal a need to concentrate all PD and intervention support work on mathematics will all students, especially English Language Learners. The focus needs to center around academic vocabulary in mathematics due to the high number of complex word problems and performance tasks.Our reclassified English Learners are only 14.9 points below standard, but they declined this year. We will need to carefully examine data throughout the year to identify those students who are struggling in order to intervene more quickly.

3. Data Analysis as of 18-19:
We increased for all students in ELA with only 11.1 points below standard. We don't have any areas in red.White students are the only population that increased and are 61.6 points above standard. There are only 14 students who come from highly educated and involved families.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.3 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6	31.0		48.2

Conclusions based on this data:

1. Due to Covid -19 pandemic, again, there is no new data reported on this data set.

2. 18-19 Data:
Current data shown demonstrates that 79.2.% of our English Learners have maintained or progressed at least one ELPI level of English Language Proficiency.
20.6% decreased ELPI level and thus more work needs to be done in strengthening their first language (Spanish) in a 90/10 program that has 90% Spanish, Core Curriculum in Kinder and First Grade, which allows for EL students to have a better foundation to build their English upon but it takes 5 to 7 years to acquire a second language with proficiency. As well, we must up the rigor for our ELD time to ensure all students make timely progress.

3. 18-19 Data:
EL support was not provided due to Covid-19 with After School Extended learning classes for EL students that targeted the beginning and early intermediate
students in K-8th.
Bilingual Tutor provided support for small group instruction in TK-3rd Grade only for trimester 1 and 2 due to pandemic.
TK and Kindergarten teachers also provided additional small group support during non-prep time in K-3rd grade only for T1 and T2 due to pandemic.
Students and families are supported through the SST process as well as parent classes to reinforce literacy at home, but not for many students in 3rd trimester.

School and Student Performance Data

Academic Performance
College/Career

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. Not applicable as a TK-8th Grade school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
9.3	10.1	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.5	Declined Significantly -4.4	2
396	159	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.8	6.7
0	Declined Significantly -3.5	Declined -11.9
	245	30

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
8.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1	2	3	10
56			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
8.5	26.7	Less than 11 Students - Data Not Displayed for Privacy	8.6
Declined Significantly -5	Increased +5.2	4	Declined -5.2
271	15		35

Conclusions based on this data:

1. In-spite of to Covid-19, we did not drop overall below Green for all students and didn't fall lower than Yellow in all areas.
2. It is difficult to draw conclusions during this time since all classes were held virtual and attendance was difficult to monitor.
3. Although no group is on a orange or red level, we will strive for at least half to be in green next year if the pandemic is over.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
2.5	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined Significantly -2	2
399	162	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	2.4	0
	Maintained 0	Declined -7.4
	248	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
7.1	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Declined -2.7	2	3	10
56			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.1	0	Less than 11 Students - Data	2.9
Declined -0.5	Maintained 0	4	Declined -0.5
274	15		35

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	2.5

Conclusions based on this data:

1. Due to Covid-19, there is no true data to report for 2020-21

2. 20-19-20 Fall Data
As a school we maintained a low suspension rate that keeps us in yellow. We have one the EL students in blue and two groups, Hispanic and white who are in the green. Even though our school has been growing and we now have Middle School Students, our Behavior Interventions Support System has been successful in creating an overall positive school climate with students and staff.

3. The disproportionate number of African American students that were suspended (although lowered by 2.7) indicate a need for continued efforts to be culturally responsive to behavior interventions and reinforce Positive Behavior Support Interventions that work with all students with continued support from Restorative Justice practices and Culturally Responsive Teaching and Learning
As students become older, and we have a complete TK – 8th grade school, the need will be to ensure PBIS adjusts to accommodate students evolving issues and challenges that include social interactions and cyber relationships that extend beyond the school day.
As a Spanish Dual Immersion, we are charged with the responsibility to give a multicultural perspective that honors students' heritage and promotes acceptance and celebration of our inherent cultural diversity

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Maintain and increase Parent and Community Engagement in improving student outcomes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	60%	65%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	0%	5%
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD	100%
Full participation in Parent Square of at least 95%	TBD	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)

All Students

Strategy/Activity

Present parent group options (SSC, ELAC & PTA) and their purposes in supporting student achievement and positive school climate from past members

- Survey Parents for best times for meetings, especially during distance learning due to need to have virtual meetings
- Encourage each member to bring a someone they know from the school community to the following meeting or have teachers recruit interested families
- Provide relevant training and support, especially focused to current issues like learning loss due to pandemic
- Invite special guest speakers on relevant topics for students, family and community
- Care calls and letters to parents when students begin to develop attendance patterns that affect learning
- Use the school call-out/message system to encourage attendance
- Post meetings on the school calendar
- Send out timely flyers announcing coming meetings
- Solicit parent/family input for LCAP expenditures that support Student academic and social emotional learning, as well as engagement through STEAM

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)
1455	Title I Part A: Parent Involvement Amount of parent and community participation Write names of participants during distance learning. Sign in sheets at the regular meetings

	LCAP, Gen-Ed, PTO, Donation &/or Student funds – fundraisers, Title 1-3010 (PI - $1,455)

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

Develop avenues for parents and community to volunteer during strategic instruction time when Covid restrictions are lifted

- Family room/Wellness Room available for volunteers to work on classroom/school projects as allowed with the pandemic
- Computer and printer available as a parent resource in Family Room
- Planned volunteer week where school/classrooms have designated jobs for volunteers to come experience possible options to support as Covid Restrictions are lifted
- Scheduled ELAC/SSC and PTA meetings that are advertised and cover SPSA goals and LCAP/Title Fund expenditures
- Engage Virtual participation for events sponsored by PTA, ELAC/SSC and Cave (i.e., Winter Showcase, Dia de los Muertos, Spring Fling, etc.)
- Calendars and newsletters with school events, community connections through Parent Square and sent out with students for non-tech families
- Workshops for families that support our SEL focus (eg., Leader In Me, Latino Family Literacy Program)
- Equipment, furniture and supplies needed to support parents in the Family/Wellness Room for meetings and workshops
- Snacks and beverages for parent/family meetings
- ESAs for daycare to allow for meetings and workshops

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)
	Teacher evaluation of parent participation Volunteer sign-in sheets in the office LCAP, Gen-Ed, PTO, Donation &/or Student funds – fundraisers - FSCS
	Title I Title 1–3010 PI (1455)

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

Continue supporting after-school enrichment programs

- Procure and maintain free after school enrichment classes that are run by parents and/or community involvement in order to expose students to a variety of enriching learning experiences (Homework clubs, chess, yearbook, robotics, folklorico, gardening, arts and crafts, yoga for kids, Technology, performing arts, choir, Girls on the Run, etc.)
- Purchase needed materials and supplies for enrichment classes
- ESAs for staff supporting enrichment classes
- STEAM materials and supplies, as well as supplemental curriculum
- Technology to support 1:1 ratio for needed programs tied to STEAM
- Stage, cordless microphones with stands and choir robes for performances

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)
	Menu of after school classes per Trimester Attendance Sheets LCAP, PTA, Donation &/or Student funds – fundraisers

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

When Covid Restrictions are lifted:

Support and promote PTA fundraisers for providing needed support or materials for school (i.e., books, field trips, materials and supplies, educational themed events such as:

Movie Nights, Winter Showcase, Black History Presentations, Multicultural Night, Carnaval, Garden Club Work Parties, Restaurant Fundraisers, 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)
	None Specified Monies raised to support programs Gen-Ed, PTA, Donation &/or Student funds – fundraisers

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

When Covid Restrictions are lifted:

- Schedule FSCS Family Events, parent/guardian workshops,/conferences or student educational assemblies and classroom demonstrations by families and community organizations
- Assemblies include: Kaiser presentations for middle school and elementary around bullying and puberty education, Solano County water agency presentation regarding water conservation, Eco-Hero's presentation to encourage eco-friendly practices and healthy habits, and other assembly opportunities as they become available.
- PBIS presentations in the classrooms to promote problem solving skills and introduce Restorative Justice practices
- Family Night events with workshop presentations for parents as well as vendors who serves as community resources for families.
- Multi-cultural assemblies and events for students and families.
- Collaborative projects with the community, such as international walk to school day, the 3rd grade reading program, and the 1st grade 911 Ed program.
- Send parents/guardians to workshops or conferences (virtual or in person) that will be presented to community afterwards in meetings or workshops (i.e., CABE, 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)
	Title 1–3010 PI ($929)

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

When Covid Restrictions are lifted:

- FSCS Coordination of Family and Community Engagement
- Site Collaborative meetings to bring together school and community resources and create partnerships.

- Enrichment program outreach to bring student STEAM opportunities (Homework clubs, chess, yearbook, robotics, folklorico, gardening, arts and crafts, yoga for kids, Technology, performing arts, Choir, Girls on the Run, etc.).
- Partnerships with local businesses to coordinate restaurant fundraisers that allow for community building outside of school.
- Family Night events with workshop presentations as well as vendors who serves as community resources for families.

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

Amount(s)	Source(s)
	Title 1–3010 PI (1, 364)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to Covid Pandemic Cave was not able to expend majority of funds (LCAP especially) as prioritized and allocated at our SSC/ELAC and Leadership Meetings (Design Team). STEAM was supported with drumming, STEAM classes, Performing Arts and incentives for attendance allowed the school to maintain positive attendance and low chronic absenteeism rates. All grade levels enhanced learning experiences with field trips. Teachers were supported with opportunities for collaboration and observations.

We did involve parens/families virtually due to Covid Restrictions through online PTA, ELAC/SSC meeting, as well as events like Dia de los Muertos Celebration, PTA Movie night, Winter Showcase, Black History Showcase, Spring Fling.

There were also outdoor events like Girls on the Run that is supports by staff and families.

Parent and community engagement has increased through the collective efforts of these parties.

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

NO FUNDING was needed for these events since they were mainly virtual.

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

Due to some of the success with virtual meetings, we may continue beyond the Pandemic to use this platform to include working families and those who have childcare challenges.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Maintain high standards for a safe, supportive and engaging learning environment for students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	2%	0%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	0%	0%
Increase average daily attendance 1 percentage point or more annually	95.36%	97.36%
Decrease chronic absenteeism by 2 percentage points or more annually	8.5%	6.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Reinforcement and Reward Systems
Recognize, celebrate and reward students making progress toward reaching academic and character achievement goals individually, as part of a classroom, grade level and as a school utilizing:

- Monthly award assemblies that include grade level performances
- Bien Hecho/Bien Dicho rewards that are accumulated for student store prizes that are grade appropriate and progressive (the more students accumulate, the higher the level of prizes- i.e., 20= Free Dress, 10= Bracelets with PBIS & school logo)
- Announce winners weekly on the PA system and post names in the cafeteria
- Fun Friday Middle School Activities
- Virtual Award Assemblies per trimester to celebrate student achievement and efforts
- Dance Parties with DJ or sound system when Covid restrictions lift
- Site Collaborative meetings to bring together school and community resources and create partnerships.
- Enrichment program provides student with an opportunity to be part of: Homework clubs, chess, yearbook, robotics, folklorico, gardening, arts and crafts, yoga for kids, Technology, performing arts, Choir, Girls on the Run, etc.
- Partnerships with local businesses to coordinate restaurant fundraisers that allow for community building outside of school.
- Virtual Family Night events with workshop presentations for parents with key guest speakers

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)
	General Fund 0000: Unrestricted LCAP, Gen-Ed, PTA, Donation &/or Student funds – fundraisers

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

Positive PBIS Grade level assemblies and/or in class presentations by principal, ASP and Psychologist to re-establish School's/ PBIS Agreements, expectations and problem-solving strategies

- Present agreements and PBIS lessons at monthly award assemblies and as needed in classrooms and every Monday with weekly announcements
- Students participate in School-wide review of PBIS routines and procedures as presented by staff for boundaries, main school routines and procedures and proper use and game rules for recess play
- IDEAL Problem-Solving Curriculum to empower students to be able to find solutions to problems before they need to get help that will reduce referrals and suspensions
- Peace Patrol and Peace Circle available at recesses to provide a location and support from peers to use IDEAL method to problem-solve

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)
	General Fund Gen-Ed, LCAP, PTA, Donation &/or Student funds – fundraisers

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

Student Engagement- Voice and Choice

- Youth Leadership/School Site Council (4th- 8th Grade) under the guidance of ASP.
- Site Safety Patrol – 4th-8th Grade.
- All levels represented as needed for input on SPSA and LCAP Goals.
- Schedule assemblies for students to learn about various topics. Assemblies include: Kaiser presentations for middle school and elementary around bullying and puberty education, Solano County water agency presentation regarding water conservation, Eco-Hero's

presentation to encourage eco-friendly practices and healthy habits, and other assembly opportunities as they become available.

- Collaborative projects with SROs, such as international walk to school day, the 3rd grade reading program, and the 1st grade 911 Ed program.

- Enrichment program provides student with an opportunity to be part of: Homework clubs, chess, yearbook, robotics, folklorico, gardening, arts and crafts, yoga for kids, Technology, performing arts, Choir, Girls on the Run, 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)
	General Fund Gen-Ed, LCAP, PTA, Donation &/or Student funds – fundraisers

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

Highly Qualified Teacher Recruitment and Hiring

In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs as needed for a Spanish Dual Immersion Program

- Spanish BCLAD, science and math teachers as needed

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

Amount(s)	Source(s)
	District Funded VCUSD Human Resource Department LCAP, Gen-Ed, PTO, Donation &/or Student funds – fundraisers

	LCAP-0900

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

Differentiated Teacher Evaluations
Principal will schedule timely observations and feedback that will allow teachers to build on successes and improve in need areas that will include appropriate guidance and support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I Part A: Allocation District Funds/ BTSA and Mentorship

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

New Teacher Support and Coaching
In class coaching and model lesson support, collaboration meeting debriefing, monthly new teacher support sessions, BTSA support provider coaching and support by Teacher Leader and Principal as well as VCUSD and Site Mentors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded District Funds/ BTSA and Mentorship

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

Incentive programs for attendance

- Perfect attendance monthly awards for individual students (Perfect Attendance pencils, ribbons, etc.)
- Classroom pizza incentive for perfect attendance as a class (spell out Perfecto).
- Free dress party with traveling trophy for best monthly attendance.
- Pizza/Party (themes to vary) with the Principal for students with perfect attendance for two months in a row.

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)
3200	LCAP Student Engagment and Recognition, Donations , PTA, Central Funding -VCUSD (ASP & Community Liaison for supports) - Student and Staff Engagement

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

Monitor Absenteeism

- Present importance of Attendance in Spanish and English at Back to School
- Visual reminders in the form of door signs that reminder about importance of being on time
- Send home monthly attendance percentage with goal for reaching 96% Attendance
- "Care Calls" to students with low attendance percentage to provide support and connect to resources.

- Home Visits for students with chronic absenteeism whose families that can't be reached by phone or at school.

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)
	None Specified Central Funding - (ASP & Community Liaison for supports)

Strategy/Activity 9

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

All Students

Strategy/Activity

Use SARB/A2A process for severe attendance issues

- Send out SARB attendance letters for 1st-8th and reminder letters for TK- Kindergarten.
- Hold monthly SARB/A2A meetings for chronic absenteeism.

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)
	None Specified Central Funding - (ASP & Community Liaison for supports)

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

Monitor and provide resources as needed for students who are chronically absent

- Care Calls by ASP to provide support and connect families to resources.

- Home Visits to families of students with chronic absenteeism to provide support and connect families to resources.

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)
	None Specified Central Funding - (ASP & Community Liaison for supports)

Strategy/Activity 11

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

Intervention Students

Strategy/Activity

SST Process for Chronic Absenteeism that is affecting academic achievement

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)
	None Specified Central Funding - (ASP, psychologist, nurse & Community Liaison for supports)

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

Positive Reinforcement- Incentive Programs school-wide and in classroom

- Monday morning PA announcements- set the stage for the week with PBIS focus and announcements incorporating student and staff participation
- PBIS Modeled Lessons for the Elementary School Agreements (Rules) and Behavioral Expectations (Matrix)
- PBIS School Agreements Assembly for TK - 8th grade.

- Due Process Assembly for 6th - 8th grade.
- Weekly scheduled PBIS lesson schedule that is focus using student referral data and teacher observation of classroom climate to add any necessary agreement reviews not already scheduled
- Daily/weekly classroom meetings/check-ins that allow more student input on areas of concern
- Incentive programs that reward students for meeting the PBIS expectations
- School Swag prilzes: - Spiritwear and school logo items
- Reinforce use of Bien Hechos with staff signature and circled agreement that are celebrated in class and with school raffles -weekly Bien Hecho & Recess Super Estrellas raffles that are posted and announced to students
- Raffle bins for incentives that students come to the office to put in for Bien Hechos, Recess Super Estrellas.
- Clear and consistent consequences that fit the broken agreements that follow VCUSD Progressive Discipline outline
- Develop Conflict Resolution system for recess and classrooms that are developmentally appropriate. This could include but is not limited to IDEAL problem solving method/worksheet.
- Organize recess activities using peer leaders with activity bins that offer a variety of student selected activities (arts and crafts, literature, board games, puzzles, etc.)
- Develop SEL schoolwide program to address social emotional learning TK-8th (eg., Leader in Me, PAX, etc.)
- Curriculum Enrichment STEAM activities that are engaging to each grade span (eg., Hip Hop, folklorico, performing arts, robotics, 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)
49,100	LCAP Gen-Ed, LCAP ,PTA, Donation &/or Student funds – fundraisers

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

PBIS/Leadership Team (Design Team) Meetings

- Grade level Representatives, TL, ASP, and Classified Staff. Collaboration meetings to survey needs according to data analysis (attendance, climate, academic assessments (site and district-based), budget allocation, etc.)
- Feedback from all staff, students, families and community re: effectiveness of PBIS implementation and its effects on School climate discussed at PTA, SSC & ELAC.
- Follow-up action plans for next meeting.
- On-going calibration of the PBIS and Academic Progress using feedback for actionable items that are measured and reviewed for efficacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Develop effective SST and/ or 504 process

Monitor student progress with early intervention meetings with families and staff using site and district-based assessment data and Aeries.net for attendance. Identify and schedule SST or 504 meetings that incorporate all affected parties (teachers, families, principal, ASP, psychologist, nurse, speech therapist, site safety, noon duties, etc.) able to support student success and follow AERIES 504 annual process or in the SST meeting, create SMART goals that are followed up for efficacy after 4-6 weeks. Student check-in to follow-up on SST goals and recognize progress or connect student to further interventions that will help support student 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)

	Central Funding - (ASP, psychologist, speech therapist, nurse & Community Liaison for supports)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop effective Restorative Justice process

- On-going training for RJ process for entire staff- academic and behavioral
- Calendar RJ circles for students and staff
- Wellness Room for TK-5th in Room 1 and Middle School in room 21 that has all the necessary furniture, supplies and equipment to provide support as indicated by the protocols outlined by SCOE with their initial grant ($40,000)
- Assemblies include: Kaiser presentations for middle school and elementary around bullying and puberty education. (When Covid restrictions are lifted)
- Sex Ed classes for Middle School
- Multi-cultural assemblies and events for students and families.
- Family Night events with workshop presentations for parents as well as vendors who serves as community resources for families.(When Covid restrictions are lifted)

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)
	Central Funding - (ASP, psychologist, speech therapist, nurse & Community Liaison for supports), See Goal 2, Activity 12

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Care Team Meetings

Strategy/Activity

Bi-weekly meetings with ASP, psychologist, resource teacher/aide and speech therapist in order to proactively monitor students in need of support and reviewing current services for students with IEPs and those in our SST process. As well, we identify trends in referral from teachers and staff who may need support in order to provide groups that can meet with the psychologist for SEL or individual TIC. ASP and parent liaison can also schedule care calls or home visits for chronic absenteeism. Classrooms can also be identified for SEL and be supported by ASP with community circles or problem-solving presentations.

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)
	Central Funding - (ASP, psychologist, speech therapist, nurse & Community Liaison for supports)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We continue to have a high rate of 504 and SST meetings at Cave that prove to be effective in providing students with needed accommodations and intervention supports, even through the pandemic.

Administration requires any students not meeting standards or having attendance or behavioral needs to be scheduled for an initial SST to determine needs and support families and students. Teachers are eager for these meetings and deem them effective as a whole to enable all stakeholders to provide supports for students in need. Student attendance is also addressed and supported during SST meeting by connecting families with resources when needed. Students are excited to go to school and feel supported by staff reinforcing the goal of having a Safe, Supportive, and Engaging Learning Environments for Students and Staff.

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

The role of the Academic Support Provider is imperative to identify and further support students and families in need. The ASP is the catalyst and monitor for PBIS, SSTs, RJ Circles, and effectively plans, organizes and executes them with complete support from all stakeholders. As well they help run and coordinate 504s and SSC meetings.

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

We will continue to use all these supports, but the need to ensure ASPs are not eliminated is paramount. They are key to these essential student and family supports.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Increase the Number of Students Graduating College and Career Ready

Goal 3

Increase the Number of Students Graduating College and Career Ready

Identified Need

Due to Covid 19 Pandemic since March 2020 that has affected all students in a variety of academic and social-emotional ways, we will need to further differentiate supports to accelerate adacemic achievement and SEL competency

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	12%	17%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	CAASPP 18-19: ELA 40% ; Math 29.3%	CAASPP 19-20: ELA 45% ; Math 34.3%
The numbers of English Learners making progress of one level or more each year	20%	25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by no less than 5 percentage points annually		
Increase English Learner reclassification rate by no less than 5 percentage points	30.2%	35.2%
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	N/A	N/A
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	TBD	95%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	TBD	TBD

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

Scheduled Professional Development- Site will provide quality professional development and support for all staff members.

Teacher Leader and BTSA Coaching and Support -Provide individuals and grade level teams effective support and coaching through observations and feedback, direct training, modeled lessons, co-teaching support and guided effective lessons planning.

Teachers and TL will attend professional development opportunities offered through District and outside of the District to gain and share knowledge to meet site goals and targets such as, PBIS, GLAD, BTSA, Teacher Institute, District Led Teacher Networks, Conferences (CABE, La Cosecha, etc.)

Teachers and TL will observe peers at the school, other teachers/schools throughout the District or outside of the District in order to gain Dual Immersion best practices and meet site goals and targets

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

Amount(s)	Source(s)
72,992	Title I Part A: Allocation None Specified Approved Wednesday Professional Development Dates (Math, ELA, SLA, CAASPP, Etc.) Title I : Teacher Leader = FTE

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

Scheduled Grade Level Collaboration- Teachers will meet in grade level and multi-grade level teams with the guidance of the Teacher Leader to analyze Student Achievement data and assessments in order to plan and create effective instructional strategies and action plans that clearly identify next steps to accelerate achievement for all students and those in need of interventions

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

Amount(s)	Source(s)
4378	LCAP

	Collaboration: Subs and ESAs for grade level collaboration
	Title I -3010 ($):72,992 Teacher Leader = FTE

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

Differentiated Teacher Evaluations
Principal will schedule timely observations and feedback that will allow teachers to build on successes and improve in need areas that will include appropriate guidance and support

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Site will fully Implement state-adopted, standards aligned to Common Core curriculum and monitor for rigorous instruction following the 90:10 Spanish Immersion Model for biliteracy.

- 90:10 Model Implementation and monitoring for students to be at grade level in Spanish by 2nd Grade
- TK-1 90% Spanish; 10% English
- 2nd 80% Spanish; 20% English
- 3rd 70% Spanish; 30% English
- 4th 60% Spanish; 40% English
- 5th – 8th 50% Spanish/English

- Daily principal, TL walkthroughs and feedback using PEERR Instructional Framework

- Grade level Collaboration to evaluate and plan curriculum to meet standards

- Analyze assessments to differentiate instruction and provide student interventions

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

Amount(s)	Source(s)
	Title I -3010 ($):72,992 Teacher Leader = FTE

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

Before/After School Extended Learning/ Intervention

- Support for EL students with a focus on ELPAC levels 1, 2 (more than one year at ELPAC level 3)
- Identified EO students in need of Spanish Language Development
- Certificated teacher will oversee the academic components and alignment of curriculum to meet the needs of students and collaborate with grade level teachers to monitor and adjust student progress during scheduled collaboration to ensure student achievement and progress
- Kindergarten and TK teachers will provide early intervention for newcomers or identified students in 1st -2nd grade and/or kindergarten and coverage for collaboration in the afternoons as needed during non-prep time
- Intervention Sessions that do not interfere with Core Curriculum for below grade level students in SLA, ELA and Math
- Bilingual Tutor Support for differentiating learning and small group instruction in TK-3 with strategic scheduled time in 3rd and 4th
- Small Group and Differentiated Instruction
- TL can be used to support Learning Loss initiatives for targeted students

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

Amount(s)	Source(s)
	District Funded Central Teacher Leader = 1.0 FTE Bilingual Tutor = 1.0 FTE
10272	LCAP Collaboration (LCAP) Gen-Ed, PTO, Donation &/or Student funds – fundraisers Title 1 Funding: $72,992 Extended Learning ESAs for 10 weeks for K-8th

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

Supplementary Instructional materials to support academic achievement for ELs and EOs, including but not limited to the following:

- Spanish reading material 2nd – 8th Grade (especially for AR)- HMH Write-in Readers, Close Readers
- Instructional supplies: (i.e., white boards, journals)
- Reproduction (i.e., take-home readers)
- Books (i.e., Spanish and English non-fiction and authentic literature
- Technology (i.e., student/teacher laptops/Chrome books, smart boards, presentation stations, document cameras, projectors)- 1:1 ratio for students needed to support

all curricular and intervention resources - sharing causes lost learning time in transitions and planning.

- Web-based programs and hosting fee renewals (i.e., Imagine Math, Imagine Learning, Fluency Tutor, Seesaw, etc.)
- GLAD (Guided Language Acquisition Design)- Strategic strategies for second language learners and differentiated instruction to provide all students access to the core

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Gen-Ed, PTA, Donation &/or Student funds – fundraisers

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

Highly Qualified Teacher Recruitment and Hiring
In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs as needed for a Spanish Dual Immersion Program

- Spanish BCLAD

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

Amount(s)	Source(s)
	District Funded VCUSD Human Resource Department

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

Strategic Walkthroughs
Principal and TL will conduct walkthroughs of classrooms and provide timely feedback to teachers

Student Assessment Data
Principal, TL, ASP and Teachers will collect student and grade level assessment data that will be utilized in collaboration for planning curriculum, goal setting and quarterly/monthly individual student achievement planning for interventions and support sessions with the principal and teacher

Student Support Systems- SST

- Our teachers and staff to collaboratively figure out appropriate support systems for students at risk of needing an SST in order to proactively provide quick and effective strategies for academic or behavioral support.
- The ASP will lead the Student Success Team (SST) process that will be utilized for students in need of academic, behavioral or socio-economic support that invites parent/guardian participation as well necessary community resources to improve student achievement. The site personnel make-up of the SST team will be determined depending upon needs of individual student.

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

Amount(s)	Source(s)
	District Funded ASP and Dedicated Substitute

Strategy/Activity 9

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

All Students

Strategy/Activity

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.

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

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

Amount(s)	Source(s)

Strategy/Activity 11

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Use of the following tools for implementation:

Grade Level Data Collected and Reviewed during Grade Level Collaboration and Professional Development: Baseline, Trimesters 1 and 2

TK- 8th
Student Achievement Data

- CAASPP from prior year
- DBAs- Math/SLA
- Multiple Measures- Formative and summative assessments
- Curriculum Based Assessments
- BPSTs
- Fluencies
- Writing Samples

Feedback:

- Debriefing notes
- collaboration notes
- staff meeting agenda items
- weekly update with PEERR focus

Collaboration Schedules that ensure attendance and are protected from conflicts with collaboration agendas/notes that create actionable items that are part of next collaboration follow-up.

Evaluation Documentation of Objectives and Feedback

Annual inventory of instructional materials to ensure sufficient instructional materials for every student and every teacher

Teachers will follow District pacing guidelines and deliver rigorous and state-adopted instruction to all students using PEERR Instructional Framework as gauge for effectiveness

Principals and teachers will receive targeted PD as necessary through PD Wednesdays, District PD or Conferences

Principal/TL walkthroughs / Peer collaboration minutes

Formal teacher evaluations and feedback as per Teacher Union Contract

Support Schedules /Intervention class lists & attendance rosters for Kinder-8th (TK/Kinder Teacher Academic Support Classes for K-3rd (Sept.-May), SES Tutoring, Extended Learning Classes for Jan-May)

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

Due to Covid-19, Cave was unable to complete extended learning interventions for the majority of the year. The school only has funds for 10 weeks of Extended Learning in the spring for 1st - 8th grade in Language Arts. It would be ideal to offer support all year. Hybrid teaching cut the time teachers spent with student synchronously. Virtual Learning was not effective with all students and created learning gaps due to technology issues and access support and monitoring.

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 have SES tutoring with Sylvan to include mathematics since they can offer it in the fall and winter. We will continue to include math during extended learning for middle school, as well as 3-5th for at least one day a week. As well, we now have Imagine Math that will be utilized both as supplemental support at school and home.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Not applicable

LEA/LCAP Goal

Not applicable

Goal 4

N/A

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Not Applicable

LEA/LCAP Goal

Goal 5

Not applicable.

Identified Need

N/A

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.

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,397.00

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 Part A: Allocation	$72,992.00
Title I Part A: Parent Involvement	$1,455.00

Subtotal of additional federal funds included for this school: $74,447.00

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 ($)
LCAP	$66,950.00

Subtotal of state or local funds included for this school: $66,950.00

Total of federal, state, and/or local funds for this school: $141,397.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCAP	66,950.00
Title I Part A: Allocation	72,992.00
Title I Part A: Parent Involvement	1,455.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	72,992.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	66,950.00
None Specified	Title I Part A: Allocation	72,992.00
	Title I Part A: Parent Involvement	1,455.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,455.00
Goal 2	52,300.00
Goal 3	87,642.00

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
Lorena Y. Hernandez	Principal
Liliana Morales	Other School Staff
Gicela Hernandez	Classroom Teacher
Maria Thomas	Classroom Teacher
Paula Suarez	Classroom Teacher
Makiko Romero	Parent or Community Member
Vanessa Diaz	Parent or Community Member
Angelica Vargas	Parent or Community Member
Carmen Bazurto	Parent or Community Member
Carly Smith	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Design Team Representative (Leadership Team): Sarah Ruiz

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 9-28-2021.

Attested:

	Principal, Lorena Y. Hernandez on 10-11-2021
	SSC Chairperson, Makiko Romero on 10-13-2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019