

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
Federal Terrace Elementary	48705816051445	11/05/2020	

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

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.

We are building all programs at our site around the three LCAP goals our district has set for us. Based on academic data accumulated from the prior school year we know where are deficiencies are. We have developed a plan which includes three instructional focuses that are aligned with with those in our district LCAP. All budgetary funds are being used to train, and or provide support in the area of those focuses. By being so singularly focused on three instructional goals shaped by our LCAP we are confident that we will positively affect the academic, and social emotional well being of our students.

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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).

Due to school closure because of Covid-19, we were not able to collect reliable survey data for school year 2020-2021. We did consider baseline data from school year 2021-2022. We considered the data from the last Healthy Kids survey that our 5th graders took in 2018-2019 to address safety concerns. Our students have told us they prefer the presence of certificated staff over classified staff during recess breaks. Presently, certificated staff cover all morning recess breaks. Student Lunch breaks are covered by classified staff under the direction of the principal. Our teachers are informed, and knowledgeable of all student data outcomes including CAASPP of years past years, and district bench mark assessments during scheduled staff meetings. As a result of this on-going dialogue, teacher input is critical to the development of our instructional focus for the school year. We know based on baseline data that our students have gaps in reading comprehension, number sense, and will need social emotional supports as they reintegrate as a school community. Our community is regularly informed of our academic performance at SSC, and ELAC meetings. At these meeting we provide information to our community groups around student data; disciplinary, academic, attendance. Our district provides for translation for our Spanish dominant families. Based on feedback from our community, we understand that they are wanting tutoring and intensive after school support for their students. Based on community feedback we have also set funds aside to provide after school small group intervention with interested teachers. If teachers are available to teach, these small groups will run about six to eight weeks for about three cycles. Covid-19 and precautions we are taking to mitigate the spread of the virus is also causing attendance to be an issue. As a district, and site we know that attendance is critical to sustained learning. The reality is that due to Covid-19 attendance data will be less reliable.

Classroom Observations

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

During the time we were in distance learning for school 2020-2021 both the principal and Teacher Leader were in virtual classroom daily. Based on CAASP results from the past, it was our intent to remain focused on reading comprehension, and number sense in math. Because we were in the middle of a pandemic we were tasked with implementing a research based SEL plan that would benefit our students, but also work in the virtual setting. We were fortunate to have found the Sanford Harmony program on line. Our initial idea was to continue with planned PD. In ELA we planned PD in the continued use of proven high yielding reading comprehension strategies such as Say Something, and Someone Wanted but So. In math we focused in making sure our teachers implemented the problem based interactive learning that is integral to our math program. The TL and principal focused intently of the implementation of our basic program, ELA, Math, and SEL. Once in virtual classrooms we found that the reality was that our teachers were struggling more with engagement, and use of technology that would lend itself to the use of our focused strategies. We saw teachers attempting strategies, but struggling with how to use the virtual setting to positively affect the strategy. In some cases teachers gave up on strategies because it was difficult, time consuming, and lead to students becoming disengaged. We found that for PBIL implementation teachers struggled as well. The PBIL relies on students working in groups. In the remote setting, with the teachers not activity present, students became disengaged. We also found that with parents

supporting at home, the deeper understanding of math was hampered by parents wanting to "help" rather than allow students to struggle with growing their math know how. In many cases, teacher kept their classes together at all times while in the virtual setting, many giving up on breaking their class up into smaller meets. Ultimately our TL and principal focused more on supporting the staff in attempting to engage more students, and families back into the school setting. Once we returned to the hybrid learning in April of 2021, the focus for classroom observations remained the same, reading comprehension, PBIL implementation, and SEL. In the in person setting our teachers thrived, relying again on skills gained over the years. The more skilled a teacher was in his or her technological know how the more clear it was that they were able to keep students engaged. Teachers who struggled with technology struggled to keep students engaged.

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)

While we do not have state test results due to school closures because of Covid-19 we do know that as a site we historically struggle with ELA specifically, reading comprehension. As a school we test better in Math. In years past we have had a staff that was 100% trained in several math instructional methods. This school year PD in just about every area will be needed due to the the high number of new staff members. Apart from PD school year we will be using funds to run after school intervention groups for our neediest students. After school closures forced us into virtual learning, many of our neediest students have gaps in their foundational learning, which we will have to address via interventions taught by certificated teachers. The topic of such groups will be based on needed improvement areas based on formal and informal teacher assessments.

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

Even in Virtual learning our teachers consistently use curriculum-embedded assessments to modify their instruction. Our teachers meet weekly to identify areas of needed growth for their grade level, and class. Individual teachers set class goals based on baseline data. These goals are then checked, via the on-going embedded assessments. During virtual collaboration time which happens weekly, teachers are expected to plan and modify lessons as needed. We use our funds to provide for collaboration after hours, and for substitutes, when available, to allow teachers the opportunity to observe master teachers, and each other teaching similar lessons. Small virtual break out, and teacher lead virtual small group differentiated instruction is expected in every classroom.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

2019-2020, substitutes are supported by grade level teachers, and our teacher leader. Since distance learning started Substitutes have been trained to cover in the virtual setting.

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

Our site uses State Board of Education adopted materials for all of its core subjects. All teachers were provided with professional development on how to implement said materials. In distance learning our site is continued to be focused on the implementation of ELA. Houghton Mifflin trainer, Judy Puckett trained our staff on a five day strategic implementation plan, where by teachers were charged with identifying analyzing, and focusing on rigorous lessons first, versus simply following a planning guide. In Distance learning, with district guidance, we have focused on essential standards around reading comprehension. In the virtual setting, and in times we were still in the building, principal, and teacher leader walk throughs provided feedback, and asked probing questions regarding lesson selection, and rigor as it related to content standards.

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

The staff development focused on reading comprehension and a focused implementation of our ELA program. Professional develop is provided at the site and district level. Site level professional development is focused on the high yielding reading comprehension strategies, Say Something, and Somebody Wanted but So. District level professional development focuses on key instructional strategies and cross-site collaboration networks. Our site PD was very intentional an focused on reading.

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

We have a highly skills Teacher Leader who provides much of our PD. We also consistaly reach our to district lead teachers to come to our site and provide deeper training when needed.

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

Our teacher collaboration is imbedded into our schedule. At the end of school year 2019-2020, our staff developed a schedule that allows for a one hour block weekly for teacher collaboration. As we are a smaller site, our teacher alternate how they collaborate. Given our schedule our staff is able to collaborate once monthly with, grade level, committee and grade span. Time is also given, occasionally during staff PD for collaboration. Usually time at staff meetings is used for collaboration round Data, and instructional practices.

Teaching and Learning

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

Our district adopted curriculum is completely standards based. We make all materials available to all of our students. We adhere to Williams Act requirements.

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

Every year we require our teachers to provide a schedule that indicates that they teach each curricular subject for the recommended minutes. This schedule is kept on file.

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

We follow our district suggested lesson pacing calendar. We use support block model, to support the learning of our neediest student, and English Language Learners.

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

Standards based materials are available in all classrooms. Our district provides all materials for academic curricular areas, and intervention programs.

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

ELA, Math, and Social Studies instructional programs have all been selected from the State adopted materials list.

Opportunity and Equal Educational Access

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

We have intervention provided in the classroom daily via small group instruction. We use online platforms to assist us in identifying areas of need growth. We also have afterschool intervention groups that provide support to our academically neediest students.

Evidence-based educational practices to raise student achievement

We implement district adopted curriculum, and pacing guides with fidelity. We use teacher guided, district adopted online platforms to assist our students in raising student achievement. We also, habitually use small group intervention in the classroom setting.

Parental Engagement

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

We have at our disposal Title I funds, and LCAP funds to engage our parents during meetings. We use these funds to provide a Spanish Bilingual newsletter around how to best support your child in education. Before Covid -19 we provided, snacks and childcare at meetings to support families to be able to attend. Because of Covid-19 and measures in place to mitigate the spread, we have been unable to sustain high levels of parental engagement.

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)

Input from all stakeholders is critical in the development of the School Plan for Student Achievement. All parents are provided surveys and opportunities to provide feedback throughout the school year. Teachers provide input at Staff Meetings and Design Team meetings. This input is shared with the English Learners Advisory Committee and the School Site Council for determination on actions to prioritize and fund if needed.

Funding

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

We use our site categorical funds to employ a highly skilled, and talented teacher leader. She supports, and trains our teachers in all areas of educational best practices. Furthermore, we use our site money to provide teachers time to collaborate with each other around how to best support our students. Categorical funds are also used to pay our teacher to stay after school, to work with students lacking foundational skills. Additional supplemental supplies and resources are purchased to support, enhance and extend learning including technology to provide access to 21st century skills.

Fiscal support (EPC)

Funds allocated to Federal Terrace Elementary School through the following resources: General Fund, LCFF/LCAP, Low-Performing Schools, ASES 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

We Review the SPSA with our teachers at staff meetings as needed to develop goals, and review student achievement data. During the school year at SSC and ELAC meetings we will touch on how we are working toward site goals in the SPSA as written for the school year. Toward the end of the school year, as we anticipate funding, and updates needed to our SPSA with new DATA in mind, we begin conversations with our ELAC and SSC regarding our findings. We met with the be meeting with SSC on Sept. 27th 2021 to update the groups on progress in completing SPSA. Input from this meeting will assist to finalize the plan, we plan on bringing to the groups for final approval on Nov.5th.

Resource Inequities

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

In the last 15 years we have opened the school year short teachers just about every year. One year we were short two teachers, and the positions were not filled until January of the school year. School year 2016-2017 we didn't have a fifth grade teacher for most of the school year. Unfortunately, not having teachers to open the school year, usually leads to hiring inexperienced, or people on emergency credentials who have very little to no experience teaching. As a Title I school every effort, above and beyond should be made to ensure qualified, credentialed experienced

teachers are in positions at this school. This school year was no different we opened again, short two teachers. We were fortunate that a substitute applied for and got one position. The other position I was able to eliminate by combining two classes into one.

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	%	0.26%	0.3%		1	1
African American	34.45%	33.51%	33.0%	123	127	110
Asian	1.68%	0.79%	1.8%	6	3	6
Filipino	12.89%	12.14%	16.5%	46	46	55
Hispanic/Latino	41.74%	43.01%	40.8%	149	163	136
Pacific Islander	1.12%	0.79%	0.6%	4	3	2
White	6.44%	6.6%	4.2%	23	25	14
Multiple/No Response	%	0.26%	2.7%		10	9
Total Enrollment				357	379	333

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	85	79	53
Grade 1	56	77	46
Grade 2	67	61	60
Grade 3	47	60	54
Grade 4	52	52	53
Grade 5	50	50	42
Grade 6			25
Total Enrollment	357	379	333

Conclusions based on this data:

1. Our single largest ethnic group is our Latino Group.
2. Our school has declined in enrollment. Kindergarten and 1st grade declined, I believe that parents opted to keep their kids home last school year, due to Covid-19.
3. There was a minor growth in our White, and Filipino students.

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	88	100	77	24.6%	26.4%	23.1%
Fluent English Proficient (FEP)	18	32	32	5.0%	8.4%	9.6%
Reclassified Fluent English Proficient	5	29	8	4.9%	33.0%	8.0%

Conclusions based on this data:

1. Current percentage of ELL students attending our school is 31%.
2. New benchmarks were set for reclassification at the end of 2019-2020, and this led to a decline in the number of students reclassified.
3. Due to being in the virtual setting for school 2020-2021 it was difficult to get students to test. Test results of the ELPAC completed virtually, are less reliable.

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	54	71	45	52	65	44	52	65	43	96.3	91.5	97.8
Grade 4	52	52	50	50	50	50	50	50	50	96.2	96.2	100
Grade 5	60	62	49	60	62	48	60	62	48	100	100	98
All Grades	166	185	144	162	177	142	162	177	141	97.6	95.7	98.6

* 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	2365.	2357.	2372.	3.85	7.69	9.30	19.23	13.85	18.60	26.92	23.08	18.60	50.00	55.38	53.49
Grade 4	2436.	2412.	2429.	12.00	12.00	16.00	24.00	16.00	22.00	18.00	24.00	14.00	46.00	48.00	48.00
Grade 5	2446.	2440.	2474.	10.00	9.68	14.58	18.33	17.74	25.00	23.33	20.97	22.92	48.33	51.61	37.50
All Grades	N/A	N/A	N/A	8.64	9.60	13.48	20.37	15.82	21.99	22.84	22.60	18.44	48.15	51.98	46.10

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	7.69	4.62	11.63	42.31	43.08	41.86	50.00	52.31	46.51
Grade 4	10.00	12.00	18.00	44.00	48.00	42.00	46.00	40.00	40.00
Grade 5	15.00	9.68	25.00	36.67	38.71	39.58	48.33	51.61	35.42
All Grades	11.11	8.47	18.44	40.74	42.94	41.13	48.15	48.59	40.43

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	1.92	6.15	6.98	57.69	32.31	39.53	40.38	61.54	53.49
Grade 4	12.00	10.00	12.00	52.00	46.00	42.00	36.00	44.00	46.00
Grade 5	13.33	12.90	20.83	46.67	41.94	45.83	40.00	45.16	33.33
All Grades	9.26	9.60	13.48	51.85	39.55	42.55	38.89	50.85	43.97

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	1.92	10.77	16.28	71.15	66.15	65.12	26.92	23.08	18.60
Grade 4	8.00	10.00	18.00	66.00	62.00	56.00	26.00	28.00	26.00
Grade 5	6.67	9.68	8.33	53.33	46.77	64.58	40.00	43.55	27.08
All Grades	5.56	10.17	14.18	62.96	58.19	61.70	31.48	31.64	24.11

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	9.62	7.69	11.63	42.31	36.92	27.91	48.08	55.38	60.47
Grade 4	18.00	10.00	12.00	52.00	46.00	46.00	30.00	44.00	42.00
Grade 5	20.00	11.29	20.83	35.00	40.32	35.42	45.00	48.39	43.75
All Grades	16.05	9.60	14.89	42.59	40.68	36.88	41.36	49.72	48.23

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported on this data set.
2. Due to Covid-19 there is no new data reported on this data set.
3. Due to Covid-19 there is no new data reported on this data set.

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	54	71	45	52	69	44	52	69	44	96.3	97.2	97.8
Grade 4	52	52	50	49	51	50	49	51	50	94.2	98.1	100
Grade 5	60	62	49	60	62	48	60	62	48	100	100	98
All Grades	166	185	144	161	182	142	161	182	142	97	98.4	98.6

* 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	2380.	2382.	2406.	0.00	5.80	6.82	21.15	17.39	27.27	34.62	28.99	34.09	44.23	47.83	31.82
Grade 4	2463.	2438.	2437.	16.33	9.80	8.00	20.41	21.57	18.00	38.78	21.57	32.00	24.49	47.06	42.00
Grade 5	2439.	2462.	2474.	8.33	6.45	12.50	13.33	16.13	10.42	16.67	30.65	35.42	61.67	46.77	41.67
All Grades	N/A	N/A	N/A	8.07	7.14	9.15	18.01	18.13	18.31	29.19	27.47	33.80	44.72	47.25	38.73

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	0.00	7.25	11.36	50.00	43.48	45.45	50.00	49.28	43.18	
Grade 4	22.45	15.69	14.00	38.78	31.37	32.00	38.78	52.94	54.00	
Grade 5	8.33	12.90	12.50	21.67	24.19	37.50	70.00	62.90	50.00	
All Grades	9.94	11.54	12.68	36.02	33.52	38.03	54.04	54.95	49.30	

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	9.62	13.04	13.64	53.85	37.68	50.00	36.54	49.28	36.36
Grade 4	14.29	13.73	10.00	55.10	41.18	44.00	30.61	45.10	46.00
Grade 5	8.33	9.68	8.33	35.00	40.32	47.92	56.67	50.00	43.75
All Grades	10.56	12.09	10.56	47.20	39.56	47.18	42.24	48.35	42.25

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	1.92	11.59	15.91	53.85	36.23	54.55	44.23	52.17	29.55
Grade 4	14.29	13.73	10.00	55.10	49.02	44.00	30.61	37.25	46.00
Grade 5	8.33	8.06	8.33	45.00	50.00	52.08	46.67	41.94	39.58
All Grades	8.07	10.99	11.27	50.93	44.51	50.00	40.99	44.51	38.73

Conclusions based on this data:

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

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	1413.0	1391.0	1429.7	1400.0	1373.4	1370.1	21	29
Grade 1	1452.5	1420.4	1471.7	1435.8	1432.8	1404.9	29	16
Grade 2	1476.2	1459.3	1478.3	1474.8	1473.6	1443.1	18	12
Grade 3	1492.7	1486.0	1492.1	1486.9	1492.7	1484.5	23	12
Grade 4	1509.1	*	1518.4	*	1499.0	*	12	9
Grade 5	1528.2	*	1517.6	*	1538.2	*	14	8
All Grades							117	86

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	*	6.90	*	31.03	*	34.48	*	27.59	21	29
1	*	6.25	*	25.00	*	43.75	*	25.00	29	16
2	*	8.33	*	16.67	*	50.00	*	25.00	18	12
3	*	8.33	47.83	66.67	*	0.00	*	25.00	23	12
4	*	*	*	*		*	*	*	12	*
5	*	*	78.57	*		*		*	14	*
All Grades	24.79	9.30	45.30	38.37	19.66	29.07	10.26	23.26	117	86

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	*	10.34	*	34.48	*	24.14	*	31.03	21	29
1	51.72	25.00	*	25.00	*	25.00	*	25.00	29	16
2	61.11	16.67	*	25.00	*	58.33	*	0.00	18	12
3	*	50.00	*	16.67	*	16.67	*	16.67	23	12
4	*	*	*	*		*	*	*	12	*
5	*	*	*	*		*		*	14	*
All Grades	47.86	26.74	33.33	29.07	10.26	24.42	*	19.77	117	86

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	*	6.90	*	27.59	*	51.72	*	13.79	21	29
1	*	6.25	*	6.25	*	50.00	41.38	37.50	29	16
2	*	8.33	*	8.33	*	41.67	*	41.67	18	12
3		0.00	*	33.33	*	41.67	*	25.00	23	12
4	*	*	*	*	*	*	*	*	12	*
5	*	*	*	*	*	*		*	14	*
All Grades	15.38	6.98	29.06	20.93	29.06	48.84	26.50	23.26	117	86

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	57.14	10.34	*	68.97	*	20.69	21	29	
1	68.97	37.50	*	50.00	*	12.50	29	16	
2	61.11	25.00	*	58.33	*	16.67	18	12	
3	*	16.67	56.52	66.67	*	16.67	23	12	
4	*	*	*	*	*	*	12	*	
5	*	*	*	*	*	*	14	*	
All Grades	51.28	22.09	41.88	60.47	*	17.44	117	86	

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	*	20.69	57.14	44.83	*	34.48	21	29	
1	44.83	18.75	41.38	43.75	*	37.50	29	16	
2	*	33.33	*	58.33	*	8.33	18	12	
3	56.52	58.33	*	25.00	*	16.67	23	12	
4	*	*	*	*	*	*	12	*	
5	92.86	*	*	*		*	14	*	
All Grades	53.85	34.88	35.04	40.70	11.11	24.42	117	86	

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	80.95	89.66	*	10.34	21	29
1	*	12.50	*	37.50	41.38	50.00	29	16
2	*	8.33	*	50.00	*	41.67	18	12
3	*	16.67	60.87	50.00	*	33.33	23	12
4	*	*	*	*	*	*	12	*
5	*	*	85.71	*		*	14	*
All Grades	22.22	8.14	52.14	66.28	25.64	25.58	117	86

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	*	27.59	52.38	37.93	*	34.48	21	29
1	*	6.25	51.72	43.75	*	50.00	29	16
2	*	0.00	*	66.67	*	33.33	18	12
3	*	0.00	69.57	75.00	*	25.00	23	12
4	*	*	*	*	*	*	12	*
5	*	*	*	*		*	14	*
All Grades	22.22	12.79	54.70	55.81	23.08	31.40	117	86

Conclusions based on this data:

1. Due to Covid there is no new Data reported on this data set.
2. We know from data in Oct. of 2021 8 students have reclassified.
3. Testing results for ELPAC will be less reliable due to the fact that they were completed virtually.

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
379	78.9	26.4	1.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	100	26.4
Foster Youth	6	1.6
Homeless	10	2.6
Socioeconomically Disadvantaged	299	78.9
Students with Disabilities	42	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	127	33.5
American Indian	1	0.3
Asian	3	0.8
Filipino	46	12.1
Hispanic	163	43.0
Two or More Races	10	2.6
Pacific Islander	3	0.8
White	25	6.6

Conclusions based on this data:

1. Our Latino population is at an all time high of nearly 43%.
2. Our English language learners are just at the same number as our African American students.





3. Based on the Latino Growth, we need to begin looking at how to engage those families in the learning. As this population grows we have to make a concerted effort to get them involved.

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
<p data-bbox="186 577 479 609">English Language Arts</p>  <p data-bbox="293 659 371 684">Yellow</p>	<p data-bbox="673 577 950 609">Chronic Absenteeism</p>  <p data-bbox="769 659 847 684">Yellow</p>	<p data-bbox="1177 577 1404 609">Suspension Rate</p>  <p data-bbox="1252 659 1320 684">Green</p>
<p data-bbox="251 777 414 808">Mathematics</p>  <p data-bbox="293 858 371 884">Yellow</p>		

Conclusions based on this data:

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

School and Student Performance Data

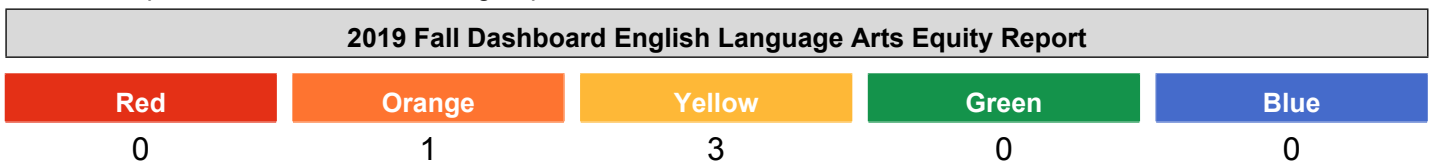
Academic Performance English Language Arts

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>41.3 points below standard</p> <p>Increased Significantly ++20.4 points 134</p>	<p>English Learners</p> <p>Yellow</p> <p>41.2 points below standard</p> <p>Increased ++13.5 points</p> <p>51</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>51.5 points below standard</p> <p>Increased Significantly ++16.3 points 110</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>88.3 points below standard</p> <p>Increased Significantly ++25.7 points 20</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 76.1 points below standard Increased ++12.8 points 38	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 24.7 points above standard Increased Significantly ++32.2 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.9 points below standard Increased Significantly ++26.9 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
93.6 points below standard Increased ++8.6 points 27	17.7 points above standard Declined -5 points 24	48.4 points below standard Increased Significantly ++22.1 points 77

Conclusions based on this data:

1. Due to Covid-19 there is no new data reported in this data set.

School and Student Performance Data

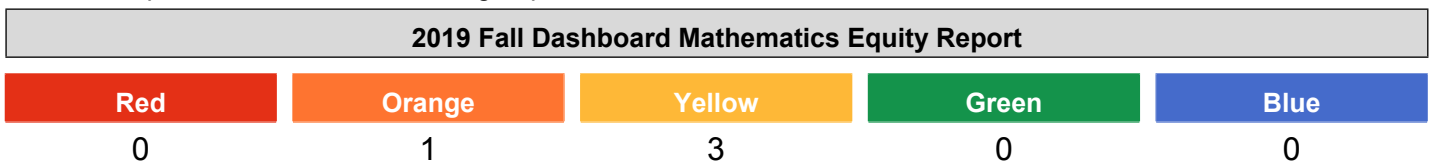
Academic Performance Mathematics

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>43.9 points below standard</p> <p>Increased ++8 points</p> <p>134</p>	<p>English Learners</p> <p>Orange</p> <p>42.2 points below standard</p> <p>Maintained -0.4 points</p> <p>51</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>52.1 points below standard</p> <p>Increased ++5.6 points</p> <p>110</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>96.4 points below standard</p> <p>Maintained ++0.7 points</p> <p>20</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 71.2 points below standard Increased ++9 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 9.6 points above standard Increased Significantly ++16.7 points 20	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.4 points below standard Increased ++5.7 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
67.4 points below standard Increased ++7.5 points 27	13.9 points below standard Declined Significantly -25.9 points 24	51.8 points below standard Increased ++10.5 points 77

Conclusions based on this data:

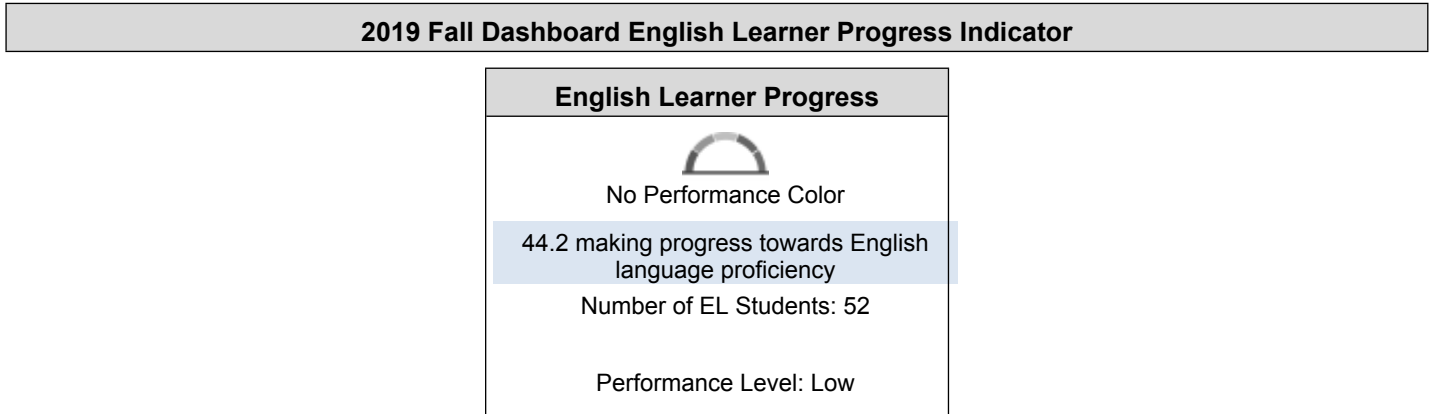
- Due to Covid-19 there is no new data reported on this data set.

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.



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
	30.7	1.9	42.3

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

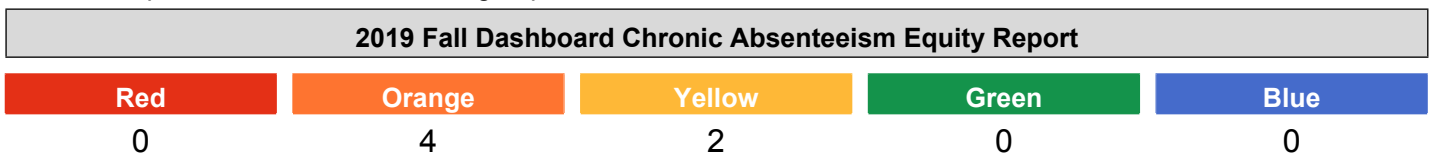
Academic Engagement Chronic Absenteeism

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>25.4</p> <p>Declined Significantly -9.5</p> <p>394</p>	<p>English Learners</p> <p>Orange</p> <p>22.6</p> <p>Declined -7.9</p> <p>124</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.4</p> <p>Declined Significantly -9.3</p> <p>326</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>24.4</p> <p>Declined -1.1</p> <p>41</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.3 Declined -20.2 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 27.7 Declined -2.3 47
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.8 Declined Significantly -5.3 164	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 13.8 Declined -30.2 29

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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

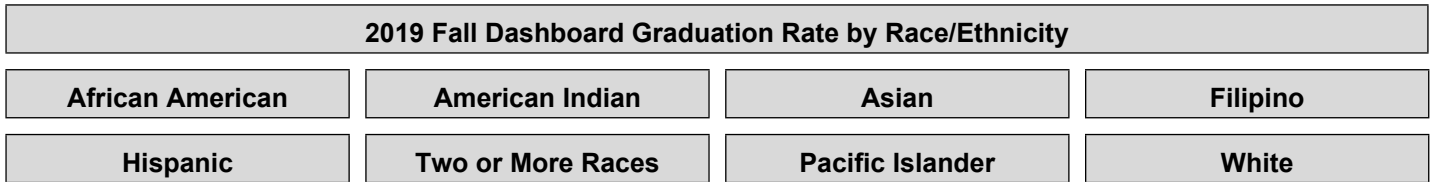
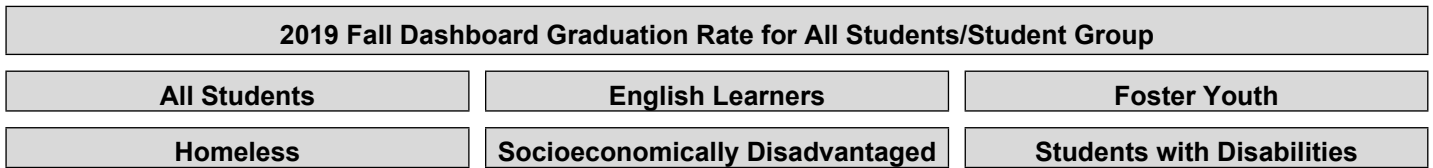
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

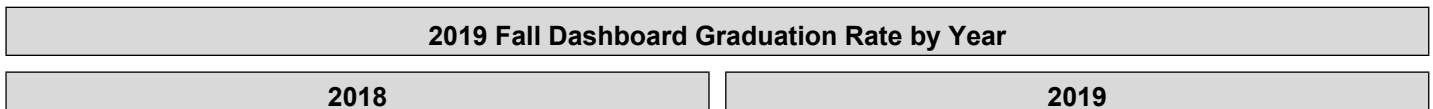
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. N/A

School and Student Performance Data

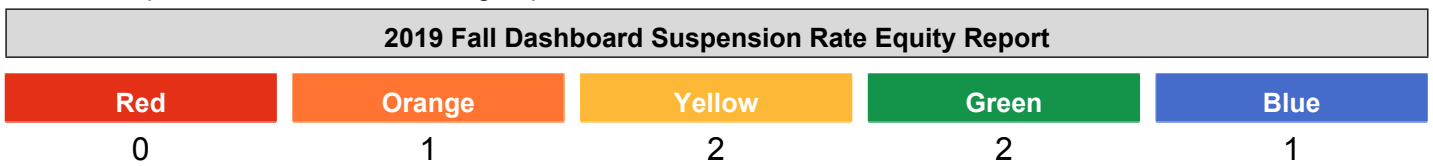
Conditions & Climate Suspension Rate

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.9</p> <p>Declined Significantly -2.7</p> <p>411</p>	<p>English Learners</p> <p>Green</p> <p>0.8</p> <p>Declined -0.7</p> <p>126</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.5</p> <p>Declined Significantly -2.5</p> <p>340</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>6.7</p> <p>Declined -4</p> <p>45</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.4 Declined -5.5 147	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Declined -4 48
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined -0.3 169	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 3.3 Declined -8.2 30

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	2.9

Conclusions based on this data:

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

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

We need more parent turn out. We tend to get a good group of parents from grade level and they stay with us, but when those students leave us at the end of 5th grade so do the parents. We need a concerted effort on the part of our entire staff recruit community and parents from all grade levels.

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 Council (DELAC)	17%	22%
5 percentage points or more annual increase in attendance of parent members at in School Site Council (SSC) and English Learner Advisory Council (ELAC)	100%	100%
Ensure parent representation for English Learners, low socioeconomic, and students with exceptional needs student groups at each site and district council meeting including SSC and ELAC	TBD	100%
Parent use of ParentSquare will increase.	N/A	N/A

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

1. Involve Teachers in the recruitment of parents to serve on the School Site Council and ELAC.

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)

1791.00

Source(s)

Title I Part A: Parent Involvement

None

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

2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Parent Involvement

Title I Parent Involvement (\$/ total)

Title I Part A: Parent Involvement

mailings

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

3. We will have parent/family events to engage our families and community. The events will range from curriculum based, classroom technology, full service topics, and social events.

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)

	LCAP
	ESA's and Food - Dinner - FSCS
	Title I Part A: Parent Involvement
	Family Rewards for attending meetings, snacks, water

Strategy/Activity 4

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.

	None
--	------

Strategy/Activity 5

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.

	LCAP
--	------

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.

The goal is to get families, and our community involved at the site or Online. We want there to be increased engagement at every level. Our plan allows for varied opportunities to get involved. Our goal is to get parents involved.

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 only major difference is that we need to get our teachers paid through ESA's for the work that they do outside of the duty day to engage the community.

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 are differentiating how we communicate with our families, we mail, make copies. All, or most of our communications will all be provided in Spanish and English. School newsletter, Home and School Connections.

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

Our students require more positive supports, and interventions around making better behavior choices. We as a staff have to stay engaged in using the supports in our disciplinary plan to encourage our students to follow our rules.

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	5%	3%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	N/A	N/A
Increase average daily attendance 1 percentage point or more annually	92.7	93.7
Decrease chronic absenteeism by 2 percentage points or more annually	23%	21%

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

Strategy/Activity

1. Mindful Life Project will be implemented as a SEL support to Sanford Harmon

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)

15000.00

Source(s)

LCAP

Central

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2. PBIS will continue to be supported. Students will be able to collect rewards, to redeem for prizes.

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)

3200.

Source(s)

LCAP

LCAP Funding
To purchase Student incentives student store

Behavior and Attendance incentives purchased through student store
Student and Staff Incentive

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. PBIS Team to meet jointly with site design team to identify how to continue to formulate a positive plan of action and provide support for neediest classrooms.

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

Strategy/Activity

4. DrumFit a physical fitness SEL program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1500.00

LCAP

Curriculum Enrichment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

5. Purchase multi-cultural support materials, and other materials for SEL programs, planning guides, or school, and classroom libraries.

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)

18793.00

LCAP

Curriculum Enrichment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. Staff will be encouraged to attend, district provided professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

7. Staff appreciations for positive work toward goals, met or progress made toward goals.

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)

LCAP
LCAP funding for staff appreciations - Student and Staff Appreciation

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.

Our plan is to keep our site in good repair. Williams findings in the safe area have come back positive. We also want to focus on what works for us, and PBIS has proven to be an excellent strategy for positive student behavior.

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

Our funding is aligned to our goal.

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 are focusing expenditures for this goal in student rewards. We are also attempting to update books that fit into our district planning guides.

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

We need our teachers trained in best educational practices to serve our neediest students. We have set aside funds to cover for a highly trained and skilled teacher leader who guides, and implements needed teacher supports. We have a responsibility to expose our students to the enrichment possibilities that field trips afford when we visit colleges, museums, and zoo's. We have also allowed for our students to have music, and art in the school setting.

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	Math - 25.3% ELA - 25.4%	30.3 % Math 30.4% ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	100%	100%
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	<p>ELA Overall 35.7</p> <p>African American Subgroup 23.1%</p> <p>ELL 17%</p> <p>Economically disadvantaged 31.9%</p> <p>Math Over all - 27.9%</p> <p>A.A. 15.4%</p> <p>ELL 20.7%</p> <p>Econ. disadvantaged 25%</p>	<p>OVERALL ELA - 40.7%</p> <p>African American Subgroup 33%</p> <p>ELL 27%</p> <p>Econ. Disadvantaged 41 %</p> <p>Math Over all 32.5%</p> <p>A.A - 25%</p> <p>ELL 30%</p> <p>Econ. Disadvantaged 35%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1. Provide ongoing staff PD in instructional Best Practices with extra support in Math small group instruction, HMH, ELD

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 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Maintain and monitor that all district adopted materials are on site and that each student has access to the materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

	District provided
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3. The Site will provide individual support or interventions to meet the needs of every student. Grade level support block, Before/After school interventions. We will pay teachers an ESA to provide intervention. We will also purchase materials necessary to support 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)

11866.	LCAP
	LCAP ESA - Content Intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4. Maintain 1.0 Teacher Leader to support teachers by providing professional development, peer coaching/monitoring. Attending PD to improve her practice and deliver trainings to staff.

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)

89837.00

Source(s)

Title I Part A: Allocation

Title I TL
(1910) 3010

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

5. Administration will monitor for rigorous instruction to provide for individual learning needs of every 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)

None

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

6. Site will provide quality professional development and support for all staff members. Emphasis on both teachers using technology, SEL, and ELA/ Social Studies Integraton. Site will provide release and collaboration time for peer observations.

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)

4944.0

LCAP

Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

7. Curriculum based/ or grade level relevant field trips will be provided one per grade level, or as many as time and planning will permit.

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)

LCAP

Field Trip

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

8.Arts/and Music Instruction will be providing for all students. ART through MOCHA for K-5th grade. Music Matters choral instruction for 3rd-5th.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000.0	LCAP
	MOCha Art
	LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

9. ASP will facilitate resources in the community to assist our students and families who have academic socio-economic, medical, or social/emotional needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

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.

	Title I Part A: Allocation
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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)

Strategy/Activity 12

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.

The implementation of this goal requires that our teachers plan for and implement enrichment opportunities for our students. We are assisting our teachers in getting this done by contracting with an outside contractor for Art.

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

Our goal is in alignment with expected expenditures.

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

As the goal in this area is around enrichment possibilities we intend on continuing as our stakeholders see fit, and are in agreement.

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

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,931.00

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	\$89,837.00
Title I Part A: Parent Involvement	\$1,791.00

Subtotal of additional federal funds included for this school: \$91,628.00

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	\$70,303.00

Subtotal of state or local funds included for this school: \$70,303.00

Total of federal, state, and/or local funds for this school: \$161,931.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCAP	70,303.00
Title I Part A: Allocation	89,837.00
Title I Part A: Parent Involvement	1,791.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	70,303.00
	Title I Part A: Allocation	89,837.00
	Title I Part A: Parent Involvement	1,791.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,791.00
Goal 2	38,493.00
Goal 3	121,647.00

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
Marisa Carbonell	Principal
Miranda Martinez	Classroom Teacher
Jeremy Schweiger	Classroom Teacher
Michael Manner	Classroom Teacher
Collette Laie	Other School Staff
Doris Anderson	Parent or Community Member
Vanessa Cuevas Tellez	Parent or Community Member
Alex Ochoa	Parent or Community Member
Tina Tofaeono	Parent or Community Member
Christian Anderson	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

On File

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/27/2021.

Attested:

M Carbonell

Principal, Marisa Carbonell, Principal on 9/27/21

ON File

SSC Chairperson, Doris Anderson on 9/27/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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