



# 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
Mabel L. Pendleton Elementary School	30-66456-6027577	11/8/2023	December 11, 2023

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for additional targeted support and improvement of our schools academic performance.

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.

In order to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps, our plan is to regularly monitor student progress to meet their individual needs. Teachers use state and local assessment data to inform instruction and services for all students. CCSS aligned materials are used to deliver effective instruction that is supported by on-going professional development and training.

# 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).

A comprehensive needs assessment occurred through input from all school advisory councils and the LCAP Survey.

## Classroom Observations

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

Principal walks classrooms on a regular basis to monitor instruction, technology integration, classroom management, and to collect data on students.

## 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)

Staff use state assessments such as CAASPP and ELPAC results to track progress of students and modify instruction. In addition, school staff uses local benchmarks, curriculum embedded assessments, formative assessments, and other local measures to improve instruction.

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

Staff meets on a weekly basis to discuss formative assessments and to modify instruction. The CAST team and RSP teacher revisit formative and district assessment data to determine students in need of intensive interventions. Students enter and exit interventions as needs become apparent and growth goals have been met, respectively.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Pendleton School are highly qualified according to Every Student Succeeds Act requirements and have appropriate certifications to teach English Language Learners.

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

All teachers at Pendleton School hold active California teaching credentials and have received training on SBE adopted instructional materials.

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

Staff development is aligned to the Common Core State Standards, 21st Century instruction, and is based on student performance.

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

Support is provided via direct services to students and professional development on effective reading strategies to staff. A technology lead provides technology support with software and professional development to staff. Counselors provide support to the staff with meeting students' social, emotional, and physical needs. A district professional development plan was put into place for on-going training. In addition, Pendleton staff includes a psychologist, an Education Specialist, and a Speech and Language Pathologist who support teachers and/or provide students with interventions for struggling students.

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

Teachers collaborate for one hour every Thursday and for up to three hours during one session each trimester to analyze formative assessments and common district assessments to determine next steps for instruction.

## Teaching and Learning

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

Curriculum and instructional materials are aligned to the Common Core State Standards.

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

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes. Teacher's daily schedules reflect these requirements.

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

Lesson pacing schedule is based on Curriculum Guides which align to the Common Core State Standards. Through the implementation of MTSS, students receive interventions in individual, small, and large groups, "push-in" and "pull-out" interventions during Reading Language Arts and Mathematics are implemented by the school's RSP teacher and instructional assistant.

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

Standards based instructional materials are available and appropriate for all student groups.

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

The school uses SBE-adopted and standards-aligned materials. Instructional materials include state-adopted intervention materials for instruction.

## Opportunity and Equal Educational Access

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

The school uses data to identify students who require intervention in Math and Language Arts. The members of CAST collaborate on targeted interventions necessary for those students which are then implemented in the classroom.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based.

## Parental Engagement

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

The school uses all community resources available (including but not limited to School Site Council, Parent-Teacher Association, and the English Learner Advisory Committee, Buena Park Library, Biola, Jamboree housing, and ASES to assist under-achieving students. In addition the school seeks out resources available from families and the district.

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)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Committee, that are involved in the planning, implementation and monitoring of the SPSA.

## Funding

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

All categorical programs are used to supplement the regular education program and meet the needs of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

## Educational Partner Involvement

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

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

All stakeholder groups were involved in developing the overall plan based on the three LCAP goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following is a list of these specific meetings:

9/7/2023 - ELAC meets to give input on the SPSA/Annual Review and Update.

9/13/2023 - SSC meets to give input on the SPSA/Annual Review and Update.

9/14/2023 - ELAC & SSC meets to review the goals and provide input.

10/12/2023 - Leadership Team meets to review the staff input and incorporates it into the plan.

10/16/2023 - Classified Staff Meeting include time for the staff to discuss the goals and provide input.

11/6/2023 - Certificated Staff Meeting include time for the staff to discuss the goals and provide input.

11/8/2023 - SSC reviews the plan and approves the plan.

## Resource Inequities

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

This year, Pendleton school is continuing to address learning gaps due to the COVID-19 pandemic, as students access to direct instruction was limited, which resulted in gaps in foundational skills.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	3.4%	3.63%	3.48%	14	14	14
Asian	3.9%	3.11%	2.74%	16	12	11
Filipino	2.7%	2.59%	3.73%	11	10	15
Hispanic/Latino	83.0%	81.09%	80.1%	341	313	322
Pacific Islander	0.5%	0.78%	1.24%	2	3	5
White	4.4%	5.18%	4.48%	18	20	18
Multiple/No Response	1.5%	2.85%	3.23%	6	11	13
<b>Total Enrollment</b>				411	386	402

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	66	103
Grade 1	53	71	58
Grade 2	81	58	70
Grade 3	62	69	57
Grade 4	64	59	64
Grade 5	75	63	50
<b>Total Enrollment</b>	411	386	402

### Conclusions based on this data:

1. There was a decrease in enrollment from 2019-2020 to 2020-2021.
2. There was a decrease in enrollment from 2020-2021 to 2021-2022.
3. There was an increase in enrollment from 2021-2022 to 2022-2023.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	138	126	116	33.60%	32.6%	28.9%
Fluent English Proficient (FEP)	48	38	22	11.70%	9.8%	5.5%
Reclassified Fluent English Proficient (RFEP)	12	24	5	8.7%	6.4%	1.2%

### Conclusions based on this data:

1. The number of EL students has decreased each year from 2020-2021 to 2021-2022 and again from 2021-2022 to 2022-2023.
2. The percentage of RFEP students decreased by 1.9% from 2020-2021 to 2021-2022 and decreased by 4.3% from 2021-2022 to 2022-2023.
3. The percentage FEP students decreased by 2.3% from 2020-2021 to 2021-2022 and decreased by 5.2% from 2021-2022 to 2022-2023.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	59	60	54	0	58	54	0	58	54	0.0	96.7	100.0
Grade 4	62	53	53	0	53	53	0	53	53	0.0	100.0	100.0
Grade 5	75	59	47	0	57	47	0	57	47	0.0	96.6	100.0
All Grades	196	172	154	0	168	154	0	168	154	0.0	97.7	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2361.		8.62	7.41		17.24	20.37		34.48	20.37		39.66	51.85
Grade 4		2422.	2394.		7.55	3.77		18.87	13.21		30.19	22.64		43.40	60.38
Grade 5		2480.	2456.		14.04	14.89		21.05	10.64		33.33	36.17		31.58	38.30
All Grades	N/A	N/A	N/A		10.12	8.44		19.05	14.94		32.74	25.97		38.10	50.65

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		5.17	3.70		62.07	59.26		32.76	37.04		
Grade 4		11.32	3.77		58.49	58.49		30.19	37.74		
Grade 5		15.79	8.51		57.89	59.57		26.32	31.91		
All Grades		10.71	5.19		59.52	59.09		29.76	35.71		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.90	3.70		53.45	48.15		39.66	48.15
Grade 4		0.00	1.89		58.49	47.17		41.51	50.94
Grade 5		14.04	6.38		56.14	61.70		29.82	31.91
All Grades		7.14	3.90		55.95	51.95		36.90	44.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.34	9.26		65.52	61.11		24.14	29.63
Grade 4		3.77	9.43		71.70	67.92		24.53	22.64
Grade 5		10.53	12.77		78.95	65.96		10.53	21.28
All Grades		8.33	10.39		72.02	64.94		19.64	24.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.62	7.41		63.79	57.41		27.59	35.19
Grade 4		11.32	1.89		69.81	73.58		18.87	24.53
Grade 5		8.77	4.26		73.68	63.83		17.54	31.91
All Grades		9.52	4.55		69.05	64.94		21.43	30.52

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, the CAASPP assessment was not taken during the 2019-2020, 2020-2021 school years.  
Current Data - Grades 4 and 5 demonstrated growth in Listening with 5.66% growth in students above standard in 4th grade and 2.24% growth in students above standard in 5th grade.  
Grade 3 demonstrated an increase in the number of students who met standard from 2021-2022 (17.24%) to 2022-2023 (20.37%) in English/Language Arts.
2. Trend Data:
  - Teachers implemented District 3- 5 ELA Curriculum using District Grade-Level Curriculum Guides
  - Teachers in grades 3-5 supplemented the District ELA Curriculum Guides with novels to teach grade-level ELA CCSS.
  - Teachers in grades 3-5 used IAB data to modify instructional strategies to provide students multiple opportunities to acquire content information.
3. Next Steps:
  - Weekly grade-level collaborations to review student data and develop appropriate grade-level ELA interventions.
  - Continued professional development in the implementation of ELA small/large group intervention strategies such as: differentiated instruction and Daily 5 routines strategies to ensure all students access ELA CCSS.
  - Professional Development in the use of classroom technology/applications to increase student achievement in ELA through the use of Near Pod, Scholastic, Footsteps2Brilliance, Heggerty, Pride Reading and iReady.
  - Professional Development in designated and integrated ELD instruction.
  - The use of frequent and common formative assessments in ELA to adjust the lesson design and implement MTSS support interventions.
  - Provide additional release time for teachers to be trained and observe demo lessons in Readers Workshop in grades K-5th.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	59	60	53	0	58	53	0	58	53	0.0	96.7	100.0
Grade 4	62	53	53	0	53	53	0	53	53	0.0	100.0	100.0
Grade 5	75	59	47	0	57	47	0	57	47	0.0	96.6	100.0
All Grades	196	172	153	0	168	153	0	168	153	0.0	97.7	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.	2391.		6.90	3.77		29.31	32.08		27.59	24.53		36.21	39.62
Grade 4		2414.	2420.		1.89	1.89		13.21	18.87		37.74	37.74		47.17	41.51
Grade 5		2460.	2474.		5.26	8.51		12.28	21.28		43.86	27.66		38.60	42.55
All Grades	N/A	N/A	N/A		4.76	4.58		18.45	24.18		36.31	30.07		40.48	41.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		15.52	11.32		44.83	52.83		39.66	35.85	
Grade 4		1.89	5.66		41.51	41.51		56.60	52.83	
Grade 5		3.51	12.77		47.37	59.57		49.12	27.66	
All Grades		7.14	9.80		44.64	50.98		48.21	39.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.07	1.89		43.10	54.72		44.83	43.40
Grade 4		3.77	5.66		49.06	49.06		47.17	45.28
Grade 5		7.02	8.51		57.89	44.68		35.09	46.81
All Grades		7.74	5.23		50.00	49.67		42.26	45.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.34	3.77		62.07	64.15		27.59	32.08
Grade 4		5.66	3.77		54.72	54.72		39.62	41.51
Grade 5		5.26	6.38		64.91	59.57		29.82	34.04
All Grades		7.14	4.58		60.71	59.48		32.14	35.95

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, the CAASPP assessment was not taken during the 2020-2021 school year. Current Data - Grades 3, 4 and 5 demonstrated positive growth from 2021-2022 to 2022-2023 in nearly met for Mathematics.  
There was a slight decline (0.18%) in the percentage of students to exceeded in grades 3, 4 and 5 in Mathematics.
2. Trend Data:
  - Teachers in grades TK-5 implemented iReady throughout the year.
  - Teachers in grades 3-5 focused on building individual mathematical critical thinking/writing skills through Cognitively Guided Instruction.
  - Teachers in grades TK-5 collaborated weekly to review pacing guides, formative assessments, and instructional strategies.
  - The Math Academy program was implemented during 2021-2022 and 2022-2023.
3. Next Steps:
  - Weekly grade-level collaborations to review student data and develop appropriate grade-level interventions.
  - Continued professional staff development in the implementation of Math small/large group intervention strategies such as: differentiated instruction and Daily 5 and Number Talks to ensure all students gain a greater knowledge of the depth and complexity in Math analysis as determined by the CCSS.
  - Teachers in grades K-5 adopted the Cognitively Guided Instruction model of instruction.
  - Professional Development in the use of technology to increase student achievement in Mathematics through the use of iReady.
  - Professional Development will be provided to deepen teacher understanding of CGI.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1458.3	1424.1	1381.3	1460.2	1427.3	1389.5	1453.7	1416.6	1361.8	27	18	25
<b>1</b>	1418.4	1468.9	1429.4	1446.4	1482.7	1452.5	1389.9	1454.6	1405.8	17	23	17
<b>2</b>	1453.3	1450.1	1457.2	1465.4	1452.8	1467.3	1440.7	1446.9	1446.6	29	16	18
<b>3</b>	1470.6	1476.8	1472.1	1472.8	1487.1	1487.5	1468.1	1466.0	1456.1	14	24	18
<b>4</b>	1500.2	1496.3	1497.3	1508.5	1502.6	1502.3	1491.2	1489.6	1491.9	13	18	21
<b>5</b>	1509.8	1525.7	1522.1	1511.5	1520.6	1545.8	1507.5	1530.2	1498.0	25	15	14
<b>All Grades</b>										125	114	113

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	37.04	11.11	16.00	22.22	44.44	24.00	33.33	33.33	28.00	7.41	11.11	32.00	27	18	25
<b>1</b>	0.00	26.09	0.00	29.41	21.74	41.18	29.41	43.48	41.18	41.18	8.70	17.65	17	23	17
<b>2</b>	3.45	0.00	5.56	37.93	18.75	44.44	37.93	68.75	33.33	20.69	12.50	16.67	29	16	18
<b>3</b>	7.14	4.17	5.56	14.29	33.33	33.33	57.14	41.67	44.44	21.43	20.83	16.67	14	24	18
<b>4</b>	7.69	11.11	4.76	46.15	16.67	38.10	46.15	66.67	42.86	0.00	5.56	14.29	13	18	21
<b>5</b>	12.00	20.00	35.71	44.00	46.67	28.57	32.00	26.67	28.57	12.00	6.67	7.14	25	15	14
<b>All Grades</b>	12.80	12.28	10.62	32.80	29.82	34.51	37.60	46.49	36.28	16.80	11.40	18.58	125	114	113

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	40.74	16.67	16.00	44.44	55.56	40.00	11.11	16.67	20.00	3.70	11.11	24.00	27	18	25
<b>1</b>	11.76	30.43	5.88	35.29	34.78	64.71	35.29	26.09	11.76	17.65	8.70	17.65	17	23	17
<b>2</b>	27.59	0.00	27.78	31.03	37.50	33.33	34.48	56.25	27.78	6.90	6.25	11.11	29	16	18
<b>3</b>	14.29	25.00	22.22	50.00	29.17	61.11	21.43	33.33	11.11	14.29	12.50	5.56	14	24	18
<b>4</b>	23.08	22.22	23.81	69.23	61.11	57.14	7.69	16.67	19.05	0.00	0.00	0.00	13	18	21
<b>5</b>	36.00	40.00	50.00	44.00	33.33	42.86	8.00	26.67	0.00	12.00	0.00	7.14	25	15	14
<b>All Grades</b>	28.00	22.81	23.01	43.20	41.23	49.56	20.00	28.95	15.93	8.80	7.02	11.50	125	114	113

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	29.63	11.11	12.00	25.93	33.33	8.00	25.93	33.33	44.00	18.52	22.22	36.00	27	18	25
<b>1</b>	0.00	21.74	5.88	23.53	21.74	17.65	17.65	26.09	23.53	58.82	30.43	52.94	17	23	17
<b>2</b>	0.00	0.00	0.00	37.93	6.25	33.33	27.59	62.50	33.33	34.48	31.25	33.33	29	16	18
<b>3</b>	0.00	4.17	0.00	7.14	8.33	22.22	57.14	45.83	27.78	35.71	41.67	50.00	14	24	18
<b>4</b>	0.00	5.56	4.76	7.69	22.22	14.29	53.85	16.67	33.33	38.46	55.56	47.62	13	18	21
<b>5</b>	0.00	6.67	14.29	4.00	20.00	7.14	68.00	66.67	42.86	28.00	6.67	35.71	25	15	14
<b>All Grades</b>	6.40	8.77	6.19	20.00	18.42	16.81	40.00	40.35	34.51	33.60	32.46	42.48	125	114	113

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	37.04	22.22	20.00	55.56	61.11	56.00	7.41	16.67	24.00	27	18	25
<b>1</b>	17.65	39.13	29.41	58.82	56.52	52.94	23.53	4.35	17.65	17	23	17
<b>2</b>	20.69	6.25	16.67	62.07	87.50	61.11	17.24	6.25	22.22	29	16	18
<b>3</b>	14.29	33.33	5.56	57.14	50.00	66.67	28.57	16.67	27.78	14	24	18
<b>4</b>	23.08	33.33	19.05	76.92	66.67	57.14	0.00	0.00	23.81	13	18	21
<b>5</b>	16.00	26.67	28.57	72.00	60.00	57.14	12.00	13.33	14.29	25	15	14
<b>All Grades</b>	22.40	28.07	19.47	63.20	62.28	58.41	14.40	9.65	22.12	125	114	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	29.63	16.67	12.00	66.67	66.67	52.00	3.70	16.67	36.00	27	18	25
<b>1</b>	5.88	47.83	29.41	88.24	39.13	58.82	5.88	13.04	11.76	17	23	17
<b>2</b>	27.59	6.25	38.89	65.52	81.25	55.56	6.90	12.50	5.56	29	16	18
<b>3</b>	28.57	41.67	38.89	57.14	41.67	55.56	14.29	16.67	5.56	14	24	18
<b>4</b>	46.15	33.33	61.90	53.85	66.67	38.10	0.00	0.00	0.00	13	18	21
<b>5</b>	56.00	60.00	92.86	32.00	33.33	0.00	12.00	6.67	7.14	25	15	14
<b>All Grades</b>	32.80	35.09	42.48	60.00	53.51	45.13	7.20	11.40	12.39	125	114	113

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.93	22.22	12.00	55.56	55.56	56.00	18.52	22.22	32.00	27	18	25
<b>1</b>	5.88	21.74	11.76	29.41	34.78	23.53	64.71	43.48	64.71	17	23	17
<b>2</b>	17.24	0.00	5.56	48.28	62.50	55.56	34.48	37.50	38.89	29	16	18
<b>3</b>	0.00	0.00	0.00	42.86	41.67	38.89	57.14	58.33	61.11	14	24	18
<b>4</b>	0.00	0.00	9.52	84.62	38.89	42.86	15.38	61.11	47.62	13	18	21
<b>5</b>	0.00	13.33	14.29	68.00	53.33	50.00	32.00	33.33	35.71	25	15	14
<b>All Grades</b>	10.40	9.65	8.85	54.40	46.49	45.13	35.20	43.86	46.02	125	114	113

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	51.85	16.67	20.00	18.52	55.56	36.00	29.63	27.78	44.00	27	18	25
<b>1</b>	0.00	13.04	0.00	47.06	82.61	58.82	52.94	4.35	41.18	17	23	17
<b>2</b>	0.00	0.00	16.67	62.07	75.00	55.56	37.93	25.00	27.78	29	16	18
<b>3</b>	0.00	4.17	5.56	78.57	66.67	61.11	21.43	29.17	33.33	14	24	18
<b>4</b>	0.00	16.67	9.52	61.54	50.00	61.90	38.46	33.33	28.57	13	18	21
<b>5</b>	0.00	13.33	14.29	84.00	80.00	57.14	16.00	6.67	28.57	25	15	14
<b>All Grades</b>	11.20	10.53	11.50	56.80	68.42	53.98	32.00	21.05	34.51	125	114	113

**Conclusions based on this data:**

1. **Current Data:**  
 113 students in grades K-5 were tested on the ELPAC Summative.  
 Students in grades K, 2, 3 & 5 made consistent progress in the well developed scoring band of writing.  
 Students in grades 2, 4 & 5 made consistent progress in the well developed scoring band of reading.  
 Students in grades 2, 4 & 5 made consistent progress in the well developed scoring band of speaking.  
 Students in grades 2 & 5 made consistent progress in the well developed scoring band of listening.  
 Students in grades K & 5 made consistent progress in the well developed scoring band of written language.  
 Students in grades 2, 4 & 5 made consistent progress in the well developed scoring band of oral language.  
 Students in grade 1 made consistent progress in the well developed scoring band of overall language.
2. **Trend Data:**  
 More students in grades K, 2, 3 and 5 scored a level 4 in 2022-2023.
3. **Next Steps:**
  - Weekly grade-level collaborations to review student data and develop appropriate grade-level ELD interventions.
  - Utilize collaboration time to look at Practice ELPAC tests by grade level to guide instruction.
  - Continue schoolwide Professional Development sessions.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>386</b>	<b>81.9</b>	<b>32.6</b>	<b>1.3</b>
Total Number of Students enrolled in Mabel L. Pendleton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	32.6
Foster Youth	5	1.3
Homeless	21	5.4
Socioeconomically Disadvantaged	316	81.9
Students with Disabilities	82	21.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.6
American Indian		
Asian	12	3.1
Filipino	10	2.6
Hispanic	313	81.1
Two or More Races	11	2.8
Pacific Islander	3	0.8
White	20	5.2



**Conclusions based on this data:**

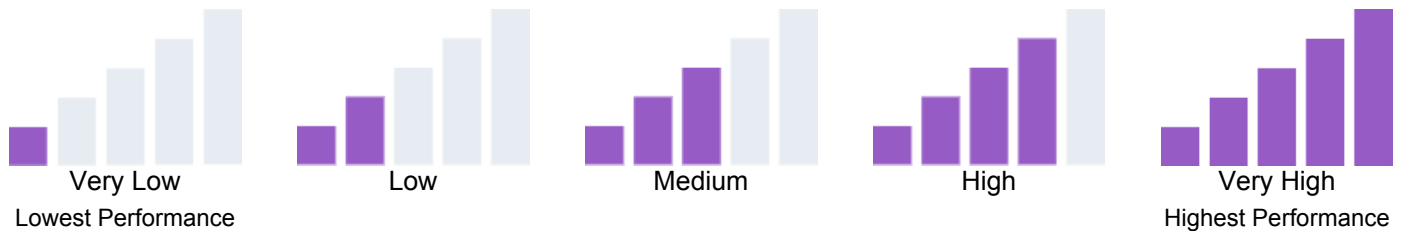
1. 81.9% of students are Socioeconomically Disadvantaged.
2. 32.6% of students are English learners.
3. 1.3% of students are Foster Youth.

# School and Student Performance Data

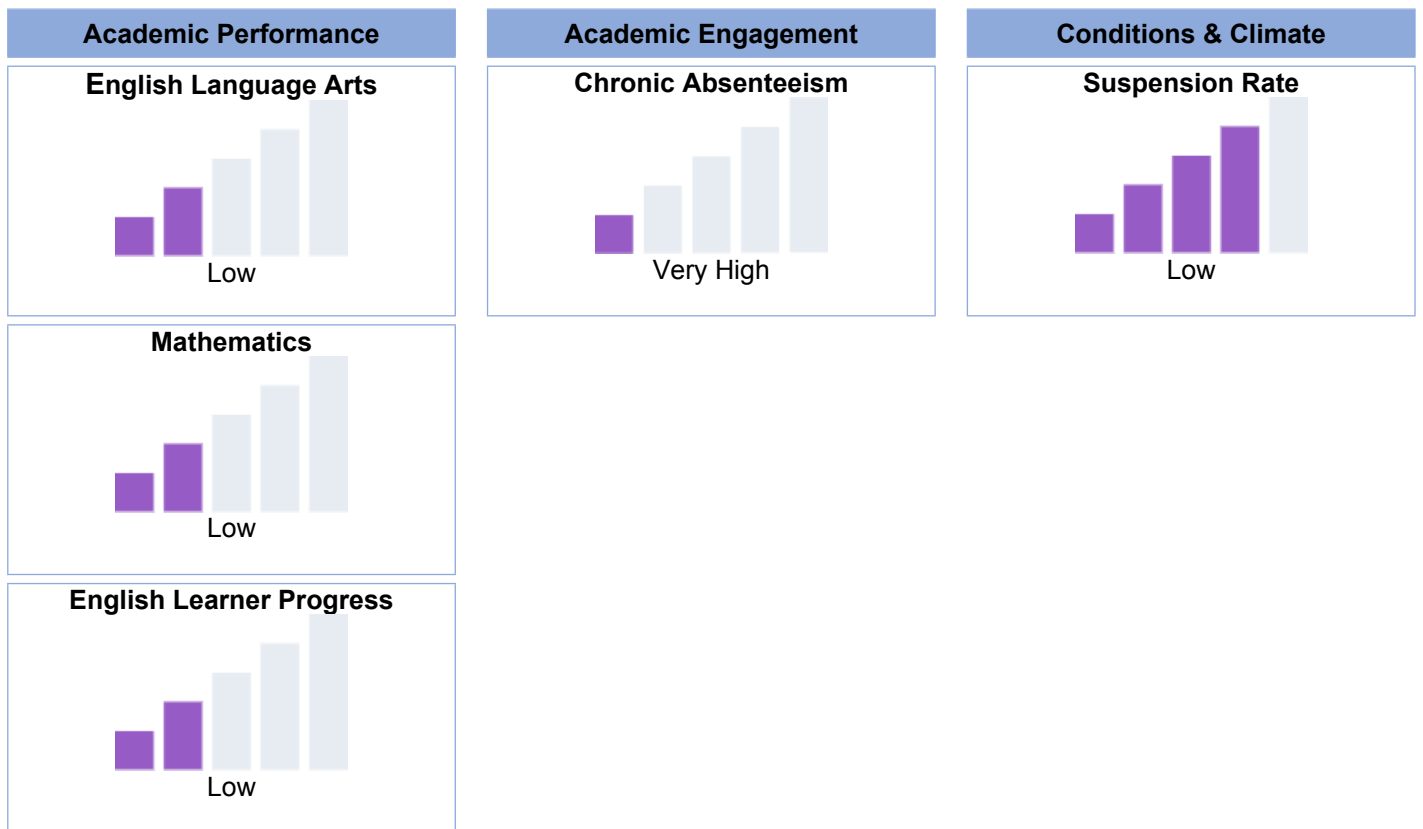
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Current Data: Based on the Fall 2022 Dashboard data above, the suspension rate is low.
2. Trend: Based on the Fall 2022 Dashboard data above, the academic performance data is low in English Language Arts, Mathematics and English Learner Progress.

3. Next steps: The Pendleton staff will continue to monitor all state indicators and modify programs and interventions as needed. In order to address the very high chronic absenteeism rate, we will implement proactive measures and work towards building stronger relationships with families to help reduce barriers and encourage consistent attendance.

# School and Student Performance Data

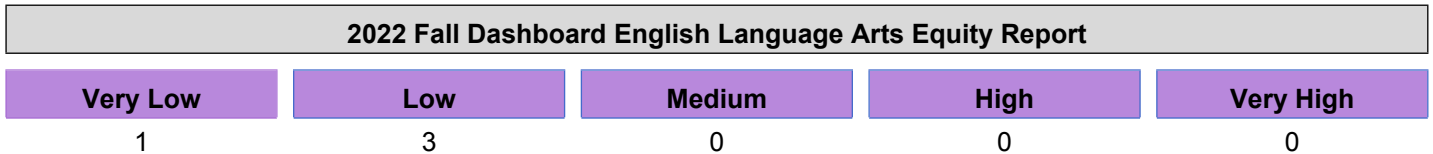
## Academic Performance English Language Arts

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

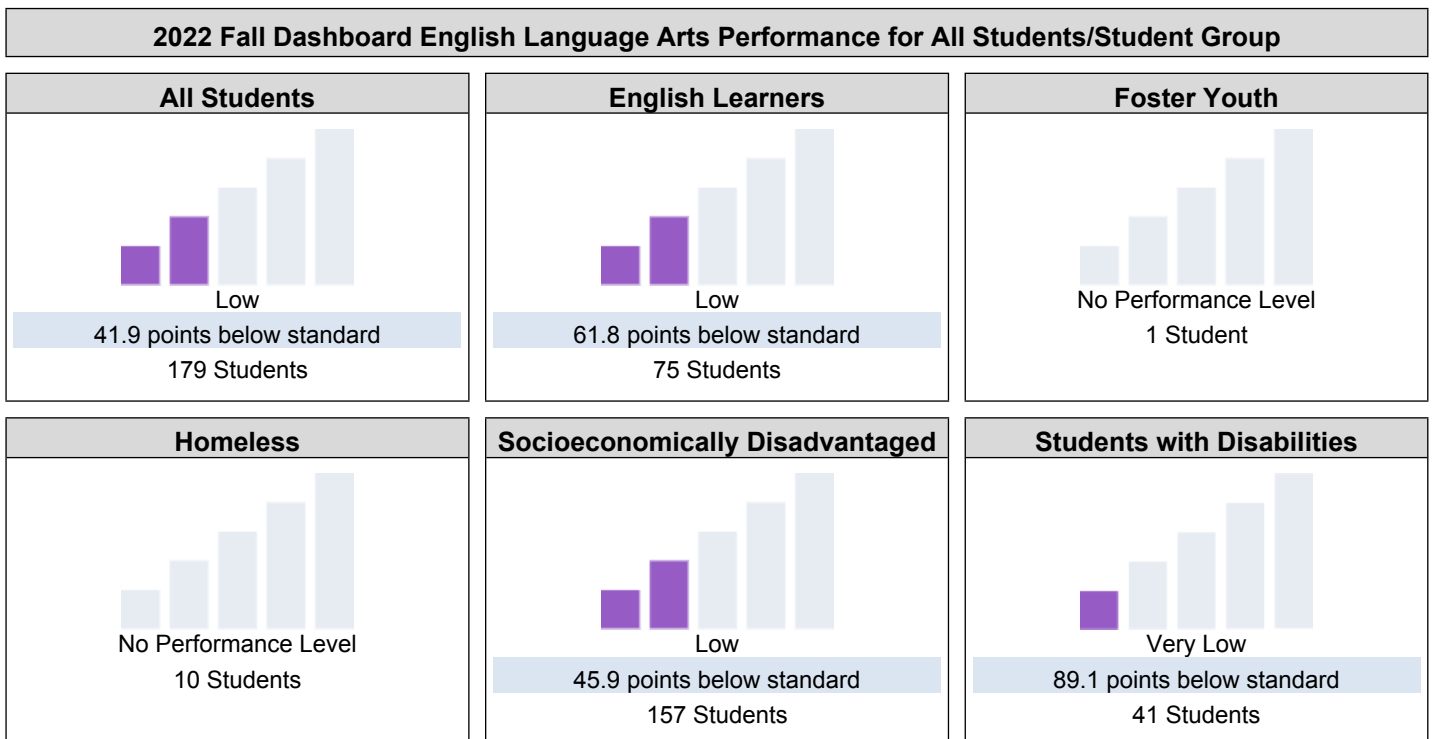
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



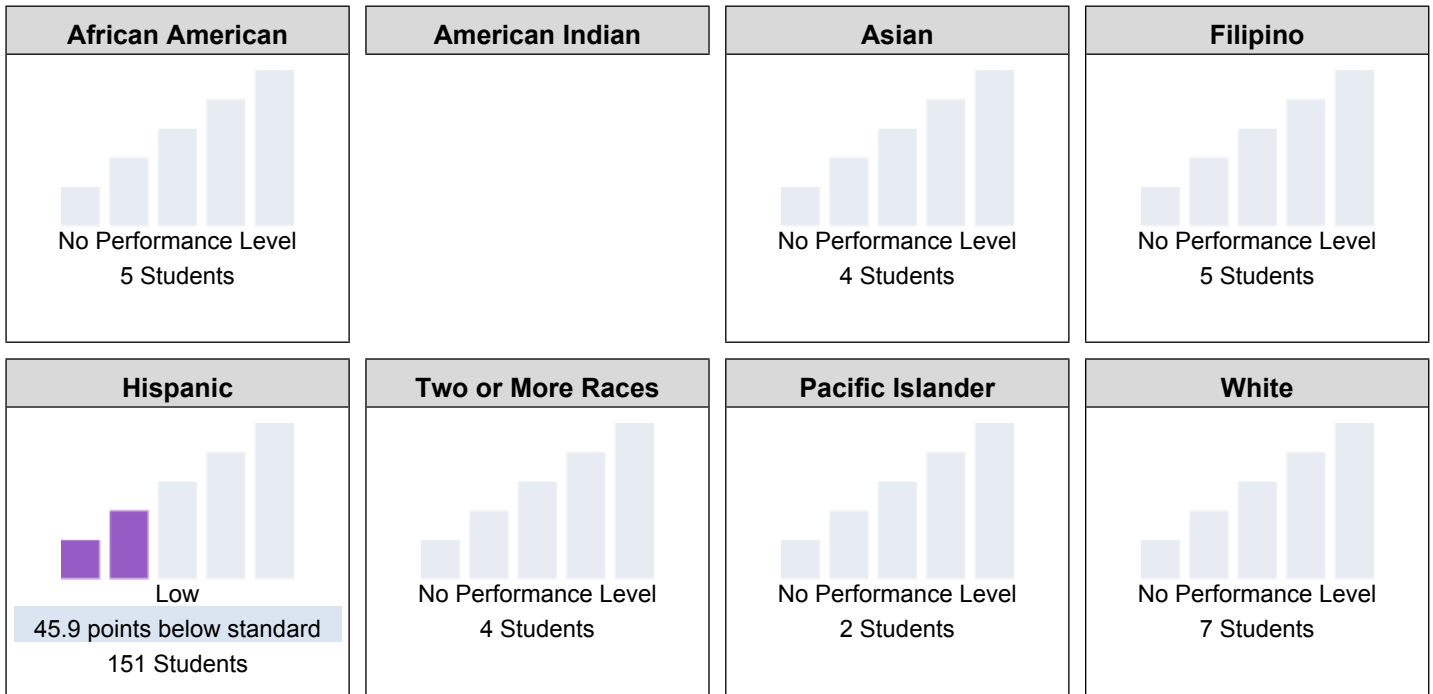
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.8 points below standard 56 Students	14.9 points below standard 19 Students	32.1 points below standard 96 Students

#### Conclusions based on this data:

1. Current Data: According to this Dashboard data, our status was low for Hispanic students, English Learners, and socioeconomically disadvantaged students.
2. Trend: Students with disabilities scored very low.
3. Next steps: Continue to work with English Learners and Hispanic students during Integrated and Designated ELD, and Socioeconomically Disadvantaged students during small group intervention.

# School and Student Performance Data

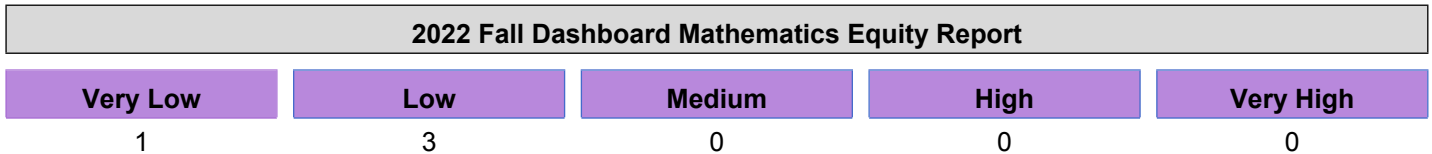
## Academic Performance Mathematics

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

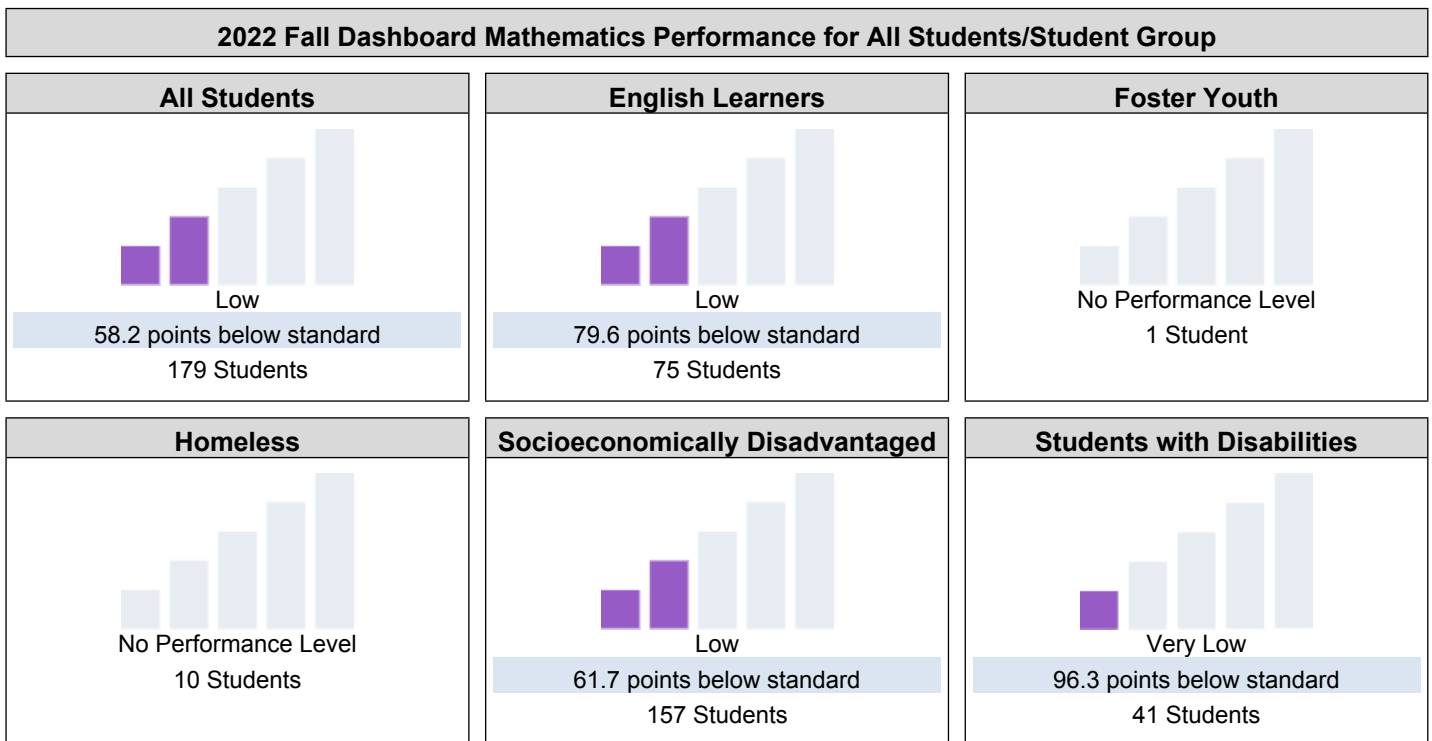
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



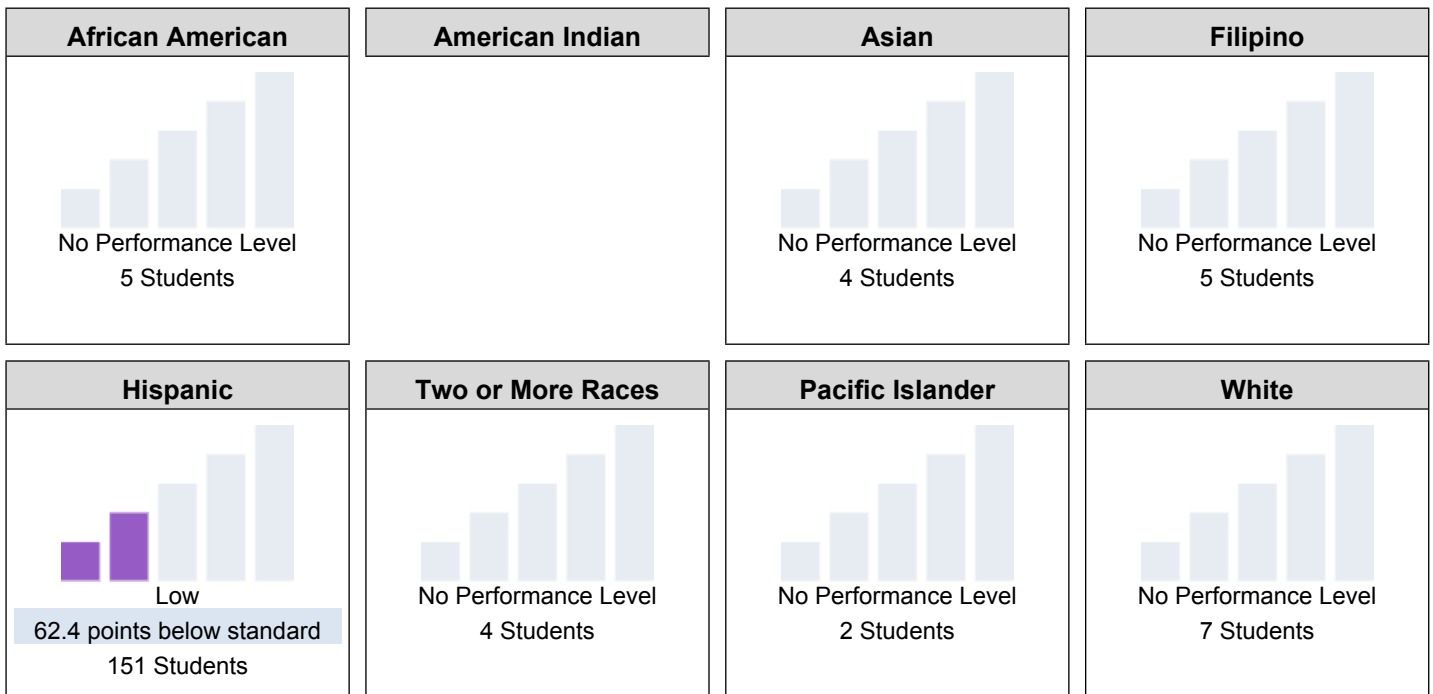
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">83.2 points below standard</p> <p>56 Students</p>	<p style="background-color: #e6f2ff;">69.0 points below standard</p> <p>19 Students</p>	<p style="background-color: #e6f2ff;">44.0 points below standard</p> <p>96 Students</p>

**Conclusions based on this data:**

1. Current Data: On the state indicator for mathematics, Hispanic, socioeconomically disadvantaged and English Learners scored low.
2. Trend: Students with disabilities scored very low.
3. Next Steps: Continue to provide high quality math instruction using CGI and iReady curriculums. Monitor student progress on Common Formative Assessments and Interim Assessment Blocks, and plan interventions accordingly.

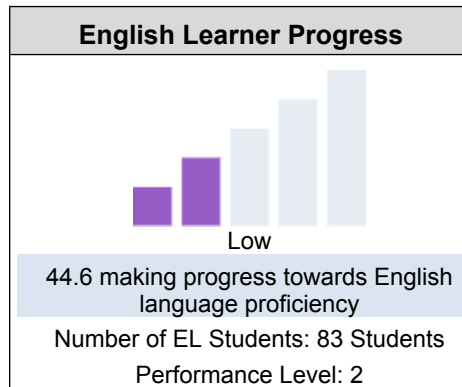
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.9%	26.5%	7.2%	37.3%

#### Conclusions based on this data:

1. Current Data: 37.3% progressed at least one ELPI level.
2. Trend: English Learners continue to need support with ELA.
3. Next steps: Continue to provide integrated and designated ELD to give specific language instruction to all English Learners. Focus collaboration on the ELA/ELD Framework and ELD Standards.



# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

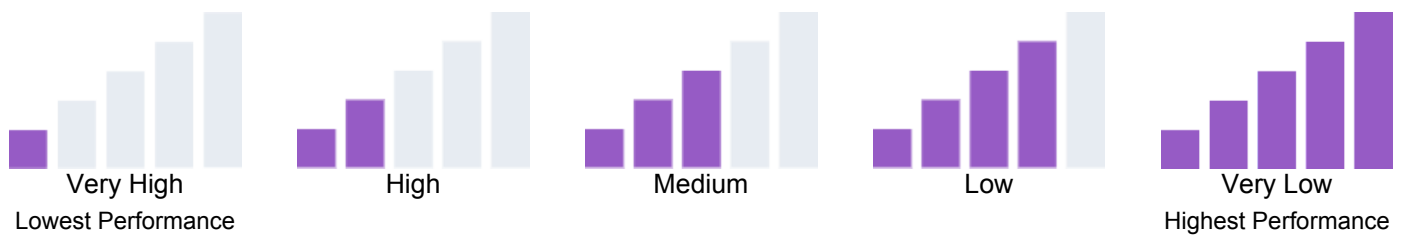
1. NA

# School and Student Performance Data

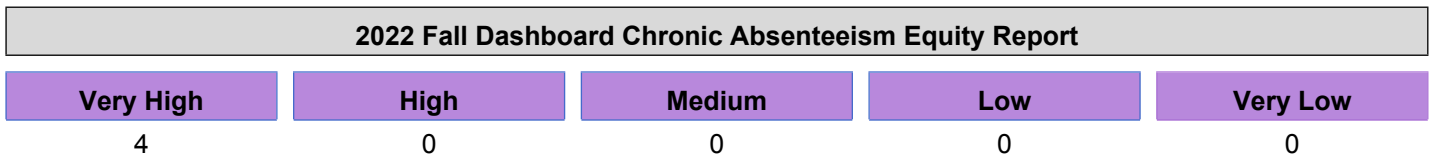
## Academic Engagement Chronic Absenteeism

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

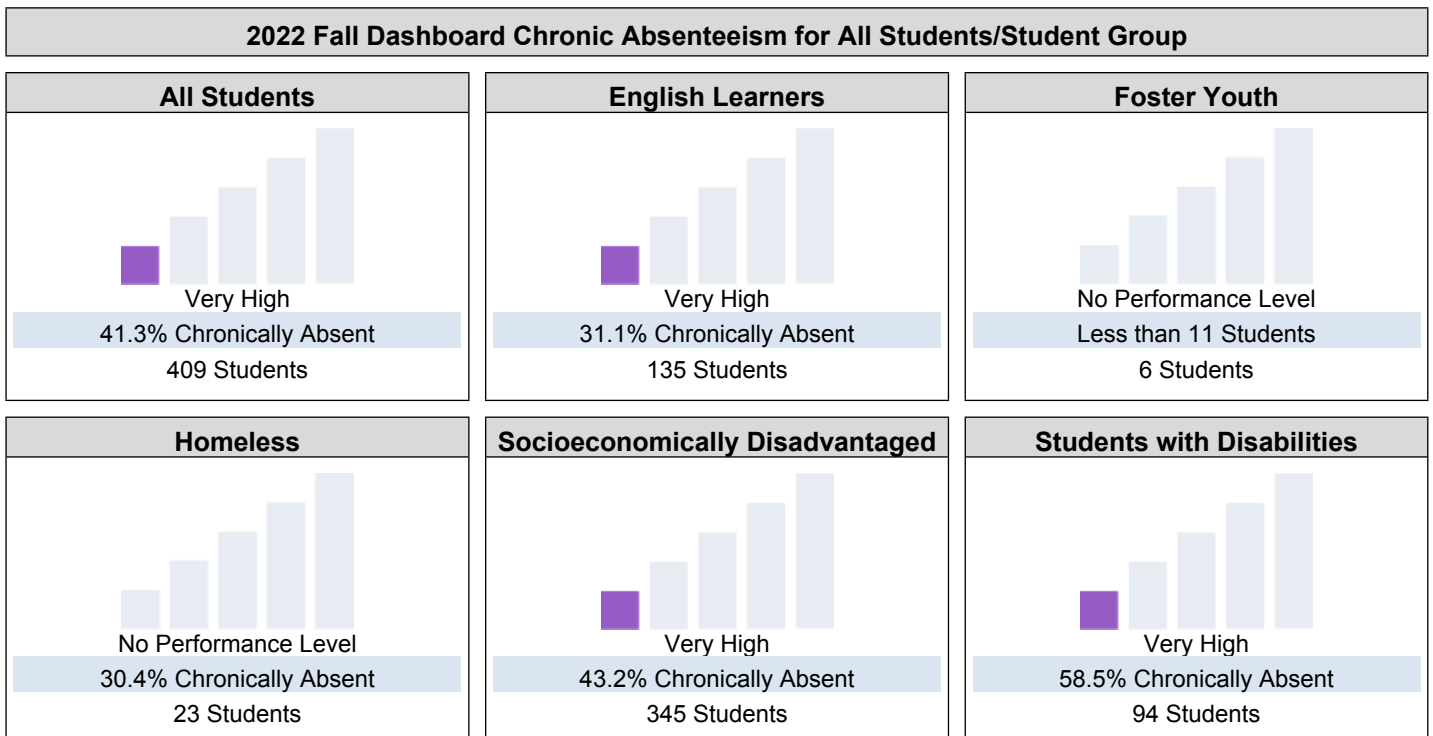
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



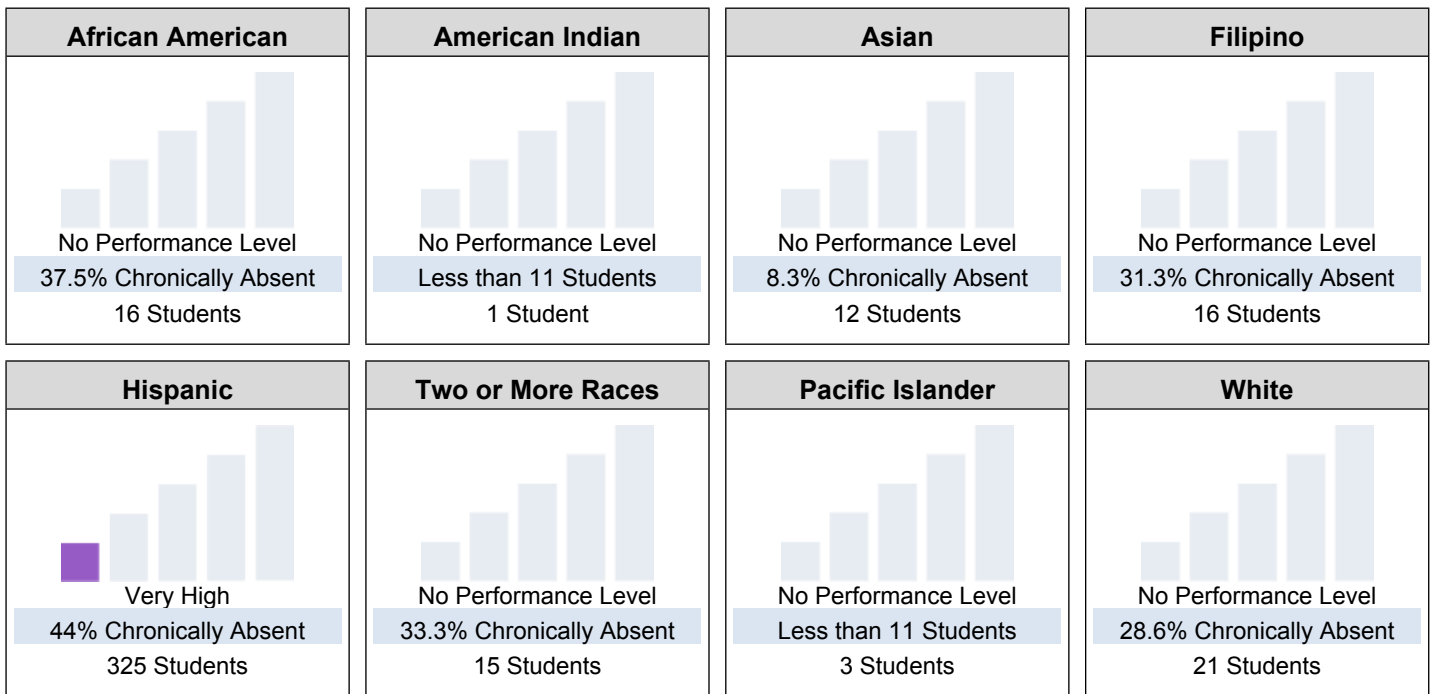
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Current Data: Based on the Dashboard data above, chronic absenteeism rate for all student subgroups was very high.
2. Trend Data: The highest subgroup was Students with Disabilities with a 58.5% chronic absenteeism rate.
3. Next steps: The Pendleton staff will continue to monitor chronic absenteeism rate, send out attendance letters, meet with parents, and utilize the SART and SARB process in order to improve student attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

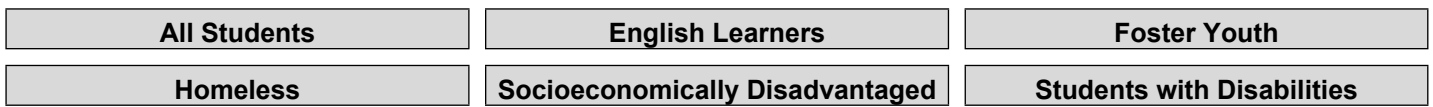
This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report



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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group



### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



#### Conclusions based on this data:

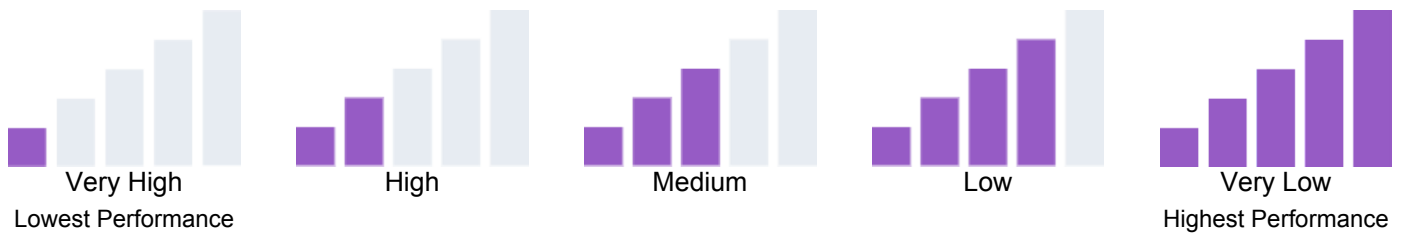
1. NA

# School and Student Performance Data

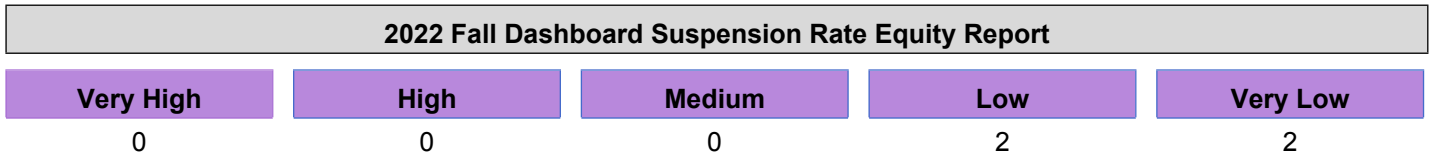
## Conditions & Climate Suspension Rate

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

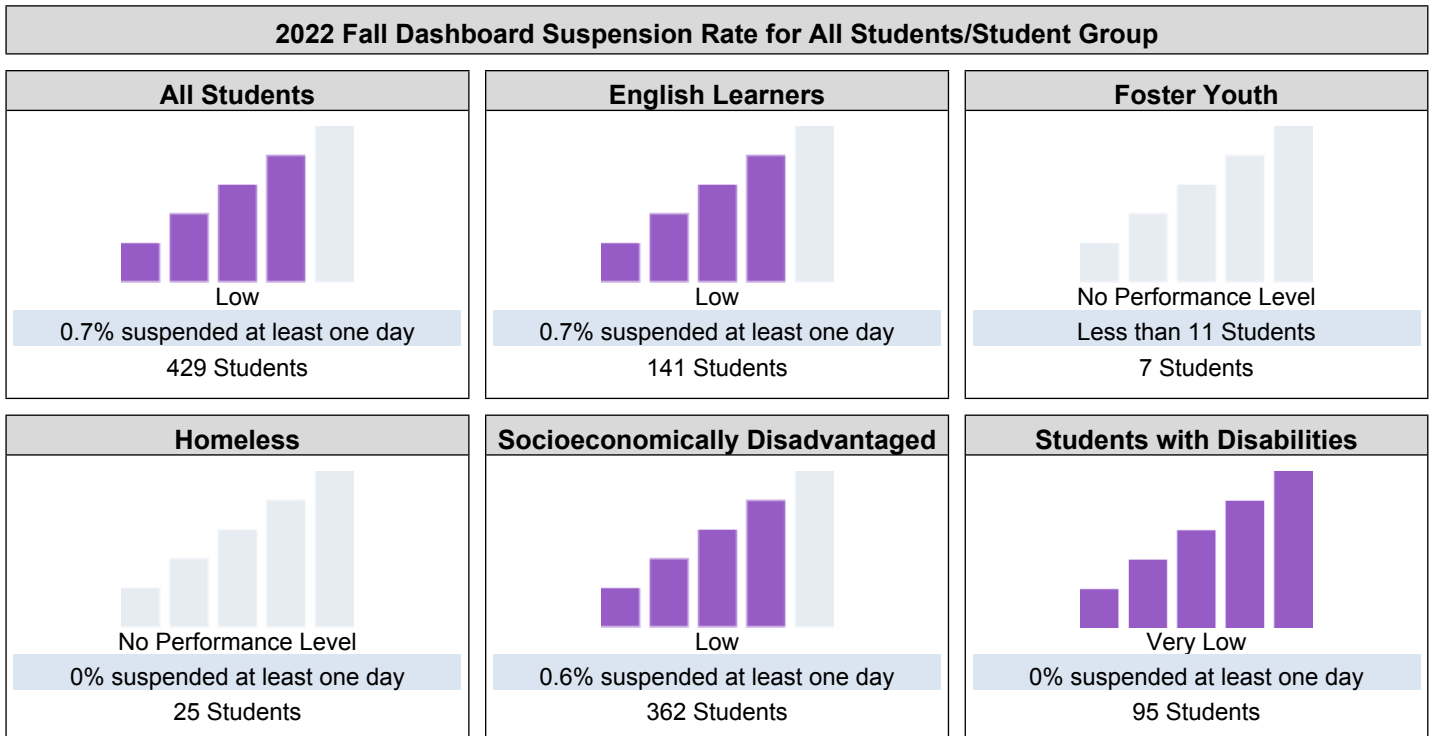
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



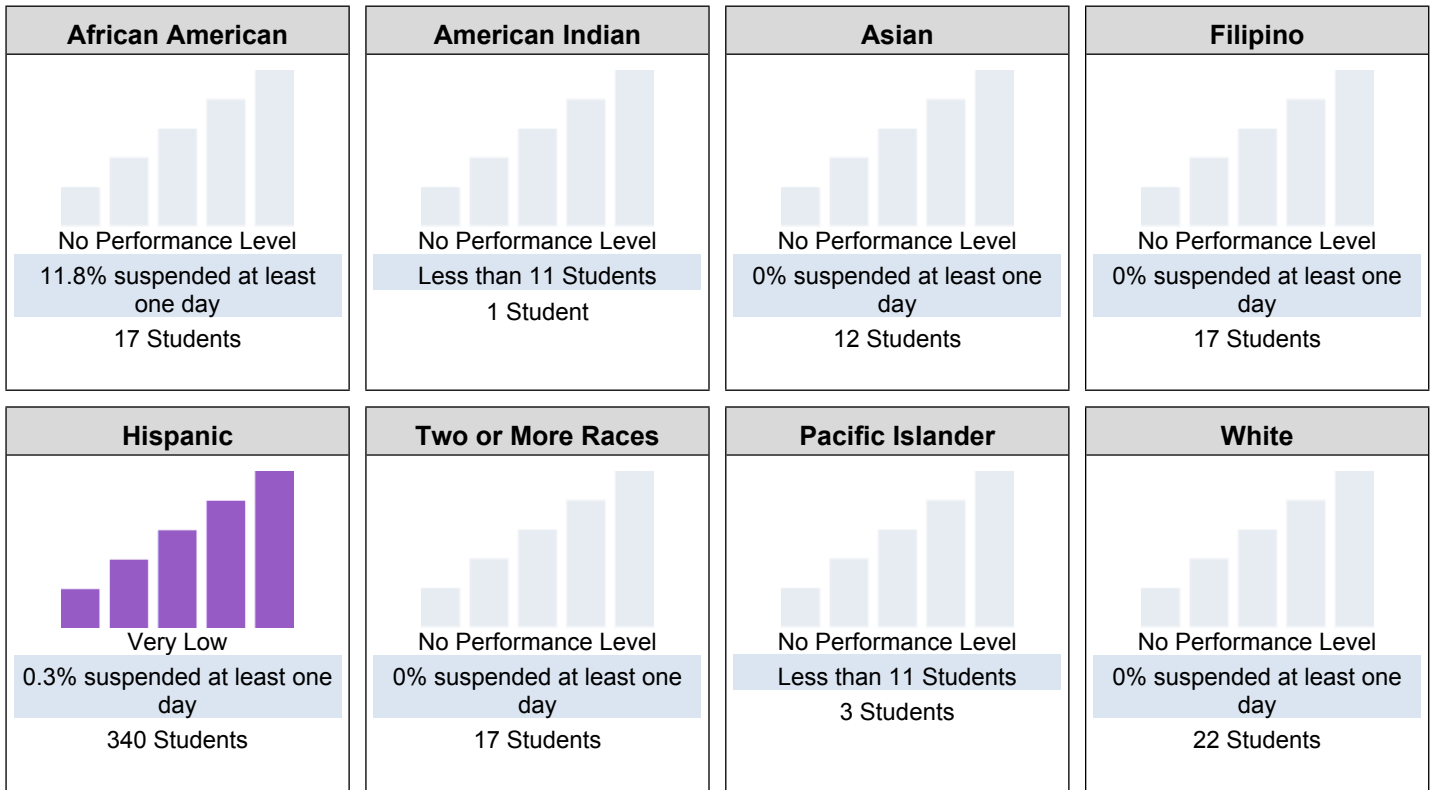
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Current Data: Based on the Dashboard data above, English Learners and Socioeconomically Disadvantaged students were suspended at a low rate and Students with Disabilities were suspended at a very low rate.
2. Trend: The suspension rate equity report showed suspensions within the low and very low range.
3. Next steps: The Pendleton staff will continue to monitor student behavior and suspensions in order to modify programs and interventions as needed. We will monitor student behavior with our PBIS Team and implement proactive measures and interventions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase student achievement in ELA, Math, and language proficiency through implementation of state standards-based instruction and assessment taught by highly qualified teachers. An emphasis will be placed on English language learners, special needs students, and students that are at promise, including our Foster youth.

## Goal 1

Increase student achievement in ELA, math, and language proficiency.

## Identified Need

Based on state and local assessments, there is still a need for improvement in English Language Arts and Math for students that have not met grade level standards. Grade level teams will continue to analyze data from the previous CAASPP assessment and local assessment for implications to teaching and modifications to district curriculum guides. Teachers will also analyze data and monitor student progress at the completion of unit assessments, progress monitoring intervals, DIBELS and Common Formative Assessments. The CAST process, structured collaboration and bi-weekly staff meetings will be used for data analysis, including formative assessments and progress monitoring. Students will be grouped based on specific areas of weakness and instructional practices restructured to meet individual student literacy needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	On the spring 2023 CAASPP ELA assessment, 50.63% of students scored standard not met, 25.45% of students scored standard nearly met, 23.92% of students scored standard met or exceeded standards.	ELA: By May 2024, a minimum of 3% of students in grades previously scoring "standard nearly met" and "standard not met" will increase on the ELA achievement.
CAASPP Math	On the spring 2023 CAASPP Math assessment, 39.92% of students scored standard not met, 30.75% of students scored standard nearly met, 29.93% of students scored standard met or standard exceeded.	Mathematics: By May 2024, a minimum of 3% of students previously scoring "standard nearly met" and "standard not met" will increase in math achievement.
2023 Reclassification Rate	2022-2023 Reclassification Rate: 1.2% of our English learners were reclassified as fluent.	By Spring of 2024, 5% of our English learners will be reclassified.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 iReady - ELA	2022-2023 Final Diagnostic: 40.06% of students in Grades K-5 scored at or above grade level, 39.76% one grade level below, 14.37% two grade levels below and 5.81% three or more grade levels below.	By Spring of 2024, 43% or more of students in grades K-5 will score at or above grade level.
2023 iReady - Mathematics	2022-2023 Final Diagnostic: 36.39% of students in Grades K-5 scored at or above grade level, 47.40% one grade level below, 10.09% two grade levels below and 6.12% three or more grade levels below.	By Spring of 2024, 42% or more of students in grades K-5 will score at or above grade level.

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

Staff utilizes best practices to meet state standards by delivering BPSD core curriculum and instruction in English Language Arts, Math, Science, Social Studies, PE, and the Arts. Emphases for the 2023-2024 school year include: Balanced Literacy, Reading/Writing Workshop, Cognitively Guided Instruction, Twig Science and Social Emotional Learning.

The expenditures to meet this goal will include:

- additional instructional materials: PRIDE Reading to serve as a reading intervention and Heggerty to support Phonics instruction for all.
- supplemental materials: books, handwriting materials, student planners
- supplemental science supplies and consumables
- supplemental math materials
- supplemental art supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13000

Source(s)

Title I

### 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

Staff frequently analyzes student assessment data to monitor student progress in order to provide interventions to enhance student outcomes to address the achievement gap within subgroups such as English Learners, low income and foster youth.

The expenditures to meet this goal will include:

- cost of substitute teachers for CAST, school planning, conferences and coaching
- cost of Bilingual IA to support English Learners through January 2024. At that time, the position will be terminated.
- instructional materials 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)

13000

Title I

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement.

The expenditures to meet this goal will include:

- instructional materials for Reading/Writing Workshop and Balanced Literacy
- supplemental books for classroom libraries and guided reading

### 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)

9000

Title I

### Strategy/Activity 4

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

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

English Learners

### Strategy/Activity

Using the ELD Standards and the ELA/ELD Framework provide integrated and designated ELD instruction to support the language needs of all English Learners that incorporates research-based strategies. Maximize learning time with strategy groups during Reading and Writing Workshop for specific interventions.

The expenditures to meet this goal will include:

- supplemental instructional materials of integrated and designated 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)

12000

Title I

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

### **ANALYSIS**

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

In order to increase student achievement through state standards-based instruction and assessments to prepare for college and career, the Pendleton staff taught BPSD Core Curriculum to address the Common Core State Standards in ELA, Math, Science, Social Studies and PE. We continue to focus on Balanced Literacy, Reading/Writing Workshop, Math and NGSS. To support curriculum and instruction, materials were purchased for Science experiments, manipulative for Math, and instructional supplies to teach all subject areas. Teachers used their Thursday Collaboration time to analyze student work and assessments on a weekly basis. In addition, three minimum days were utilized to analyze benchmarks and other district assessments. Teachers collaborated with their colleagues to modify and improve balanced literacy. In cases where student achievement is below standard, students were referred to CAST for intervention support. Teachers continue to work with strategy groups to support student needs in ELD. Professional Development is on-going with support from our site EL Lead Teachers.

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

There were no material differences between the Proposed Expenditures and Estimated Actual 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.

Additional Instructional Materials (PRIDE Reading and Heggerty) were purchased to support growth in reading for all scholars. Strategy one supports the purchase of these materials.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that leads to college and career readiness.

## Goal 2

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that leads to college and career readiness.

## Identified Need

Based on surveys and discipline data, there is a need to address behavior with strategies and interventions to support students with identified needs. In addition, we want all students to feel safe at school. Pendleton School has a Positive Behavior Intervention and Supports program (PBIS) that teaches students appropriate behavior. We will continue to align PBIS and MTSS in order to support student needs. Our district and Outreach counselors work with students and teach positive social skills. All classrooms have technology to enhance instruction and student learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	Twelve families completed the BPSD LCAP Survey. Of those, 81.8% of parents feel that our facilities are neat and clean, and 90.9% parents feel the facilities are maintained in good repair. In regards to 21st Century learning environments, 88.9% of parents are satisfied with instruction for using computers and technology.	100% of families completing the BPSD LCAP Survey will feel our facilities are clean, neat and in good repair. 100% of families will be satisfied with instruction for using computers and technology.
Suspension Rate - CA Dashboard	The Dashboard indicates a decline in suspensions from 1.2% to 0.7%	Maintain a low number of suspensions.
SEL Survey	86% of students in grades 3-5 feel they have supportive relationships at school. 45% of students in grades 3-5 feel they can regulate their emotions.	By Spring of 2024, 89% or more of students will feel they have supportive relationships at school. By Spring of 2024, 48% of students feel they can regulate their emotions.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	94.75% = 2022-2023 Attendance Rate 93.38% = 2023 Months 1-2 Attendance Rate	2023-2024 attendance rate will improve by 3%

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

Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). The expenditures to meet this goal will include:

- materials to support classroom lessons that focus on teaching behavior expectations, the core ethical values and social skills
- support materials for PBIS

#### 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)

4245

Title I

### 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

Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures including COVID guidelines dedicated to the security of students, staff, and others approved to be on campus.

The expenditures to meet this goal will include:

- student supervision before, during and after school

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The school expectations were taught school-wide at the beginning of the year and revisited mid-year. Support was also provided to students on an individual basis as needed. Lessons on the Core Ethical Values were taught monthly as well as social skills lessons in grades K-2 by our counselor. Materials to assist with sensory needs were purchased and utilized when necessary. In addition, staff supervision was provided before, during and after school. In the area of technology, additional supplies were purchased to support classroom instruction and assessments.

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

There were no material differences between the Proposed Expenditures and Estimated Actual 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.

A system revamp of PBIS was implemented at the beginning of the school year to ensure the rewards are in alignment with what will be motivating to the current students. Strategy one supports this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

## Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

## Identified Need

Pendleton School has growing parent engagement, which includes participating in fundraisers, PTA, SSC and ELAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student LCAP Survey	108 students participated in the LCAP survey. Of those responses: 38.8% strongly agreed and 56.5% agreed that the school informs parent(s)/family of ways they can be involved at school	By Spring of 2024, a minimum of 42% of students will strongly agree and the school informs parent(s)/family of ways they can be involved at school.
LCAP Survey - Parent Participation and Communication	12 Pendleton families participated in the LCAP Survey. Of the parents participating in the survey: 72.7% indicated the school informed them of ways to be involved at school. 72.8% indicated they received communication in their preferred language.	For the 2023-2024 school year, increase participation in the survey by 25%.

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

Utilize various forms of communication to keep families informed about school activities, important dates, and necessary information that supports student success and parent involvement. Provide school communication in multiple languages to ensure that expectations of growth and student progress are transparent for students and their parents, report cards will be completed at the trimester and parent conferences will be held in October for all students. The expenditures to meet this goal will include:

- \* weekly newsletter

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I

### 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

Support and maintain active SSC, ELAC and other parent advisory committees and update the Parent Involvement Policy annually to meet the needs of the stakeholders. Work with the teachers and PTA to increase parent involvement. The expenditures to meet this goal will include:

- \* materials for parent and family engagement activities
- \* extra hours for aides to assist with parent/community engagement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2855

Title I

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Provide opportunities to inform parents about pertinent information relating to their child's education through parent workshops, Open House, Back to School Night, orientations, parent conferences,



CAST and SST meetings to support student achievement. The expenditures to meet this goal will include:

- \* teacher hourly pay for orientation
- \* parent workshops/trainings

### **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)

10000

Title I

### **Strategy/Activity 4**

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

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

All Students

#### Strategy/Activity

Provide opportunities for student engagement and extracurricular activities that support student learning and social emotional development. Encourage students to participate in activities that build upon academic achievements and personal interests. The expenditures to meet this goal will include:

- \* grade level events
- \* speech team
- \* art contests
- \* district sponsored 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)

### **Strategy/Activity 5**

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

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

All Students

#### Strategy/Activity

RBT training for staff to better understand behavior to appropriately address the social-emotional development of our students. The expenditures to meet this goal will include:

- \* extra hours to complete training

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

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

Amount(s)	Source(s)
8500	Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Many opportunities are in place for parents to be involved in their child's education. This goal includes methods to keep parents informed about school activities and important information. We continue to seek parent input through the LCAP survey.

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

N/A

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.

Additional training is being implemented for teachers to better support students that may be presenting with challenging behaviors. Additionally, parent involvement is an area of focus and Pendleton is prioritizing making calls home to increase the connection with parents by 25%. Strategies 1, 2, 3 and 5 support these efforts.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

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

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,100
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,100.00

## 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	\$75,100.00

Subtotal of additional federal funds included for this school: \$75,100.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$75,100.00

# 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
- 0 Secondary Students

Name of Members	Role
Loriann Leota	Principal
Ann McBride	Classroom Teacher
Evelyn Yaffee	Classroom Teacher
Janet Acevedo	Other School Staff
Nicole Williams	Parent or Community Member
Gioconda Castillo	Parent or Community Member
Margaret Garcia	Classroom Teacher
Benjamin Beck	Parent or Community Member
Sharon Chavez	Parent or Community Member
Janna Kyung	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 11/8/2023.

Attested:



Principal, Loriann Leota on 11/8/2023



SSC Chairperson, Gioconda Castillo on 11/8/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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