



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
Arthur F. Corey Elementary School	30664566027486	November 9, 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.

Corey will provide the Buena Park School District Board Adopted curriculum for all students, including students with disabilities, socio-economically disadvantaged, foster youth, McKinney Vento and English learners. Appropriate supports, accelerations and interventions will be implemented when needed.

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 LCAP surveys.

Classroom Observations

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

Site administrators observe instructional practices to monitor instruction, implementation of Common Core State Standards, and collect student performance data.

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 results from CAASPP, Local assessments in ELA & math, i-Ready Diagnostic ELA & Math, ELPAC, curriculum embedded assessments, and other local measures to improve instruction to meet the needs of students. In addition, site school staff developed professional learning team practices that are data driven to include the creation of common formative assessments to inform instruction.

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

Staff meets on a regular basis to plan lessons, review data, strategically plan tiered interventions, and modify instruction. Additionally, teachers monitor progress and analyze assessments in collaborative professional learning teams .

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at school site are highly qualified and have English Learner certification.

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

All teachers at this school are credentialed and highly qualified. In addition, all teachers were trained 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 and is based on student performance.

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

Professional development has been provided in the areas of technology integration, Reading Workshop, Writing Workshop, Cognitively Guided Instruction in Math, English Language Development, and Professional Learning Team development. Professional Development has been delivered by District office, certificated personnel, and contracted services from experts in the field of study.

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

Teachers collaborate in Professional Learning Teams for one hour every Thursday and for up to three hours one session each trimester. Additionally, Corey teachers focus on data driven instruction and planning during PLCs. Outcomes are required to be student centered.

Teaching and Learning

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

Curriculum and instructional materials have been aligned to the Common Core State Standards. Modifications are made as deemed necessary by Common Formative Assessments within grade levels.

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

The BPSD blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and opportunities to address student academic needs via the Multi-Tiered Systems of Supports.

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

Through the Multi-Tiered Systems of Supports, students receive intervention opportunities that allow for schedule flexibility to meet student targeted academic needs.

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 elementary.

Opportunity and Equal Educational Access

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

The school provides intensive and targeted ELA and math interventions.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based and aligned to the Buena Park School District LCAP.

Parental Engagement

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

The school uses all community resources available to assist under-achieving students. In addition, the school seeks out resources available from family and 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 Council, 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 need 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

Input was provided by all participating stakeholder groups. The following needs were expressed:

Parent Workshops/Trainings in CGI Math

Parent Workshops/Training in Reclassification and ELPAC

Substitute Teachers for Teacher release time (for data collection, analysis, coaching, planning)

Instructional Materials and Supplies (For CGI-Math)

Instructional Materials and Supplies (For Reading and Writing Workshop)

Planning time for teachers in the area of math

COTSEN Sustainability in Reading Workshop & CGI Math

Staff provided input - 9/11/23

ELAC members reviewed goals and provided input - 11/7/23

SSC SPSA Input - 10/17/23

School Site Council approved this plan on 11/9/23

Resource Inequities

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

In order to support English Learners, teachers need continued training/coaching in ELD curriculum, ELD data analysis and effectively implementing designated ELD. Addressing the needs of diverse learning groups include students with disabilities, students of color, and Socio-Economically Disadvantaged student groups. Professional development is needed to engage in conversations, planning, and practicing culturally relevant teaching.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	4.5%	5.99%	6.37%	20	24	26
Asian	14.3%	10.72%	8.58%	64	43	35
Filipino	10.7%	12.72%	10.78%	48	51	44
Hispanic/Latino	55.6%	57.86%	59.31%	249	232	242
Pacific Islander	0.5%	0.50%	0.49%	2	2	2
White	12.7%	9.48%	10.54%	57	38	43
Multiple/No Response	1.6%	2.00%	2.94%	7	8	12
Total Enrollment				448	401	408

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	64	80
Grade 1	80	57	53
Grade 2	69	73	60
Grade 3	74	71	78
Grade 4	60	74	68
Grade 5	83	62	69
Total Enrollment	448	401	408

Conclusions based on this data:

1. 242 or 59% of our students are Hispanic/Latino.
2. There is a decrease in some of the ethnicities, except for Asian & Pacific Islander which has maintained consistent.
3. Total enrollment has slightly increased, particularly in Kindergarten, 3rd grade, and 5th grade.

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	86	80	78	19.20%	20.0%	19.1%
Fluent English Proficient (FEP)	45	33	27	10.00%	8.2%	6.6%
Reclassified Fluent English Proficient (RFEP)	11	23	8	12.8%	5.8%	.02%

Conclusions based on this data:

1. The number of EL students has slightly decreased from 80 students in 21-22 to 78 students in 22-23 school year. The EL subgroup makes 19.1% of the student population.
2. The number of students reclassified in 21-22 school year (23 students) decreased in 22-23 school year to 8 students.
3. The percentage of fluent English proficient (FEP) decreased from 8.2% in 21-22 school year to 6.6% in the 22-23 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	71	74	0	70	74	0	70	74	0.0	98.6	100.0
Grade 4	62	72	70	0	70	69	0	70	69	0.0	97.2	98.6
Grade 5	79	62	68	0	62	68	0	61	68	0.0	100.0	100.0
All Grades	216	205	212	0	202	211	0	201	211	0.0	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2431.	2406.		25.71	16.22		27.14	22.97		21.43	27.03		25.71	33.78
Grade 4		2459.	2446.		21.43	18.84		24.29	20.29		24.29	18.84		30.00	42.03
Grade 5		2490.	2492.		16.39	22.06		34.43	25.00		16.39	19.12		32.79	33.82
All Grades	N/A	N/A	N/A		21.39	18.96		28.36	22.75		20.90	21.80		29.35	36.49

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		17.14	12.16		62.86	68.92		20.00	18.92		
Grade 4		17.14	14.49		67.14	57.97		15.71	27.54		
Grade 5		18.03	16.18		67.21	60.29		14.75	23.53		
All Grades		17.41	14.22		65.67	62.56		16.92	23.22		

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		22.86	14.86		47.14	52.70		30.00	32.43
Grade 4		15.71	8.70		61.43	63.77		22.86	27.54
Grade 5		14.75	20.59		52.46	50.00		32.79	29.41
All Grades		17.91	14.69		53.73	55.45		28.36	29.86

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		14.29	6.76		75.71	75.68		10.00	17.57
Grade 4		10.00	13.04		74.29	78.26		15.71	8.70
Grade 5		11.48	17.65		67.21	66.18		21.31	16.18
All Grades		11.94	12.32		72.64	73.46		15.42	14.22

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		24.29	14.86		55.71	63.51		20.00	21.62
Grade 4		8.57	14.49		77.14	71.01		14.29	14.49
Grade 5		18.03	14.71		59.02	69.12		22.95	16.18
All Grades		16.92	14.69		64.18	67.77		18.91	17.54

Conclusions based on this data:

1. 41.71% of Corey students met or exceeded the standard in English Language Art/Literacy. This percentage is attributed to the high expectations and rigorous instruction of the 3rd-5th grade teachers. This percentage will increase as we continue to raise the expectations and continue with rigorous instruction for all, including Reading Workshop, Writing Workshop, and Cognitively Guided Instruction in Mathematics.
2. 36.49% of Corey students were below standard in English Language Arts. Phonics recovery has been identified as an area of need for grades 3- 5 to build fluency in reading. This is done as a Tiered intervention in the classroom setting as a part of our MTSS framework.
3. 14.22% of Corey students are below standard in the domain of listening to demonstrate effective communication skills. This is an area of strength.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	71	74	0	70	74	0	70	74	0.0	98.6	100.0
Grade 4	62	72	70	0	71	69	0	71	69	0.0	98.6	98.6
Grade 5	79	62	68	0	62	68	0	62	68	0.0	100.0	100.0
All Grades	216	205	212	0	203	211	0	203	211	0.0	99.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2430.	2434.		20.00	27.03		27.14	29.73		28.57	16.22		24.29	27.03
Grade 4		2464.	2468.		12.68	14.49		29.58	30.43		32.39	36.23		25.35	18.84
Grade 5		2486.	2490.		24.19	14.71		8.06	14.71		22.58	38.24		45.16	32.35
All Grades	N/A	N/A	N/A		18.72	18.96		22.17	25.12		28.08	29.86		31.03	26.07

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		21.43	36.99		47.14	41.10		31.43	21.92	
Grade 4		22.54	14.49		43.66	55.07		33.80	30.43	
Grade 5		22.58	16.18		38.71	54.41		38.71	29.41	
All Grades		22.17	22.86		43.35	50.00		34.48	27.14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.86	28.38		55.71	41.89		21.43	29.73
Grade 4		16.90	15.94		54.93	59.42		28.17	24.64
Grade 5		17.74	11.76		35.48	54.41		46.77	33.82
All Grades		19.21	18.96		49.26	51.66		31.53	29.38

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		24.29	22.97		61.43	55.41		14.29	21.62
Grade 4		15.49	18.84		61.97	62.32		22.54	18.84
Grade 5		14.52	5.88		51.61	72.06		33.87	22.06
All Grades		18.23	16.11		58.62	63.03		23.15	20.85

Conclusions based on this data:

1. 44.08% of Corey students met or exceeded the standard in Mathematics. This percentage is attributed to the high expectations and rigorous instruction through the use of CGI for all students.
2. 50% of Corey students were at or near standard in concepts & procedures. This percentage is attributed to students being introduced to more than one method to solve problems. As the teachers continue working with problem solving strategies this year, the students will become more familiar with multiple strategies and the appropriate application of those methods.
3. 63.03% of Corey students were at or near standard in communicating reasoning. This is due to an emphasis on CGI and instructional practices that focus specifically on mathematical reasoning and problem solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1465.2	1452.5	*	1457.3	1438.1	*	1483.2	1486.2	10	13	16
1	1514.4	*	1453.3	1492.9	*	1454.8	1535.4	*	1451.0	18	6	11
2	*	1511.7	*	*	1523.1	*	*	1499.9	*	10	18	*
3	*	1503.4	1487.9	*	1515.4	1502.8	*	1491.1	1472.6	9	11	16
4	*	1507.6	*	*	1509.8	*	*	1504.8	*	9	12	9
5	1516.3	*	1555.9	1526.3	*	1573.9	1506.0	*	1537.4	12	10	14
All Grades										68	70	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	30.77	31.25	*	46.15	25.00	*	23.08	43.75	*	0.00	0.00	*	13	16
1	50.00	*	9.09	22.22	*	18.18	22.22	*	63.64	5.56	*	9.09	18	*	11
2	*	27.78	*	*	33.33	*	*	38.89	*	*	0.00	*	*	18	*
3	*	18.18	0.00	*	63.64	43.75	*	9.09	56.25	*	9.09	0.00	*	11	16
4	*	41.67	*	*	8.33	*	*	33.33	*	*	16.67	*	*	12	*
5	8.33	*	35.71	58.33	*	42.86	16.67	*	21.43	16.67	*	0.00	12	*	14
All Grades	32.35	30.00	20.29	39.71	35.71	36.23	22.06	30.00	42.03	5.88	4.29	1.45	68	70	69

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	30.77	12.50	*	30.77	37.50	*	30.77	37.50	*	7.69	12.50	*	13	16
1	61.11	*	18.18	16.67	*	18.18	16.67	*	54.55	5.56	*	9.09	18	*	11
2	*	38.89	*	*	27.78	*	*	33.33	*	*	0.00	*	*	18	*
3	*	63.64	31.25	*	27.27	62.50	*	9.09	6.25	*	0.00	0.00	*	11	16
4	*	41.67	*	*	41.67	*	*	8.33	*	*	8.33	*	*	12	*
5	66.67	*	85.71	8.33	*	7.14	25.00	*	7.14	0.00	*	0.00	12	*	14
All Grades	58.82	42.86	39.13	20.59	37.14	34.78	19.12	17.14	21.74	1.47	2.86	4.35	68	70	69

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	23.08	31.25	*	53.85	18.75	*	15.38	43.75	*	7.69	6.25	*	13	16
1	33.33	*	9.09	44.44	*	18.18	5.56	*	54.55	16.67	*	18.18	18	*	11
2	*	11.11	*	*	33.33	*	*	50.00	*	*	5.56	*	*	18	*
3	*	9.09	0.00	*	18.18	6.25	*	63.64	62.50	*	9.09	31.25	*	11	16
4	*	0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
5	8.33	*	14.29	0.00	*	21.43	66.67	*	42.86	25.00	*	21.43	12	*	14
All Grades	23.53	14.29	11.59	29.41	31.43	17.39	29.41	38.57	50.72	17.65	15.71	20.29	68	70	69

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	30.77	12.50	*	61.54	75.00	*	7.69	12.50	*	13	16
1	61.11	*	36.36	33.33	*	54.55	5.56	*	9.09	18	*	11
2	*	33.33	*	*	66.67	*	*	0.00	*	*	18	*
3	*	54.55	18.75	*	36.36	75.00	*	9.09	6.25	*	11	16
4	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
5	25.00	*	57.14	58.33	*	35.71	16.67	*	7.14	12	*	14
All Grades	39.71	37.14	33.33	51.47	57.14	59.42	8.82	5.71	7.25	68	70	69

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	30.77	25.00	*	61.54	50.00	*	7.69	25.00	*	13	16
1	44.44	*	18.18	50.00	*	72.73	5.56	*	9.09	18	*	11
2	*	50.00	*	*	44.44	*	*	5.56	*	*	18	*
3	*	81.82	62.50	*	18.18	37.50	*	0.00	0.00	*	11	16
4	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*
5	66.67	*	92.86	33.33	*	7.14	0.00	*	0.00	12	*	14
All Grades	54.41	60.00	50.72	42.65	35.71	42.03	2.94	4.29	7.25	68	70	69

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	23.08	31.25	*	69.23	68.75	*	7.69	0.00	*	13	16
1	50.00	*	18.18	44.44	*	54.55	5.56	*	27.27	18	*	11
2	*	22.22	*	*	66.67	*	*	11.11	*	*	18	*
3	*	0.00	0.00	*	72.73	50.00	*	27.27	50.00	*	11	16
4	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*
5	8.33	*	28.57	66.67	*	42.86	25.00	*	28.57	12	*	14
All Grades	29.41	17.14	17.39	54.41	60.00	55.07	16.18	22.86	27.54	68	70	69

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	69.23	50.00	*	23.08	37.50	*	7.69	12.50	*	13	16
1	33.33	*	0.00	50.00	*	90.91	16.67	*	9.09	18	*	11
2	*	22.22	*	*	77.78	*	*	0.00	*	*	18	*
3	*	18.18	12.50	*	81.82	68.75	*	0.00	18.75	*	11	16
4	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
5	0.00	*	7.14	72.73	*	85.71	27.27	*	7.14	11	*	14
All Grades	28.36	31.43	18.84	53.73	60.00	71.01	17.91	8.57	10.14	67	70	69

Conclusions based on this data:

1. 85.71% of 5th grade students scored well developed in the oral language domain. To better support our younger students, activities and targeted lessons will be incorporated in the primary grade levels to improve oral language skills of English Learners, including a focus on integrated and designated ELD.
2. 50% of Corey's Kindergarten students scored well developed in written language. Activities and skills will be incorporated in the kindergarten classroom to improve the written language skills of English Learners, including a focus on integrated and designated ELD.
3. 7.69% of kindergarten students scored beginning level in the listening domain. Strategy groups will be designed to improve the listening skills of English Learners.

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
401	59.9	20.0	0.2
Total Number of Students enrolled in Arthur F. Corey 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	80	20.0
Foster Youth	1	0.2
Homeless	7	1.7
Socioeconomically Disadvantaged	240	59.9
Students with Disabilities	40	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	6.0
American Indian		
Asian	43	10.7
Filipino	51	12.7
Hispanic	232	57.9
Two or More Races	8	2.0
Pacific Islander	2	0.5
White	38	9.5

Conclusions based on this data:

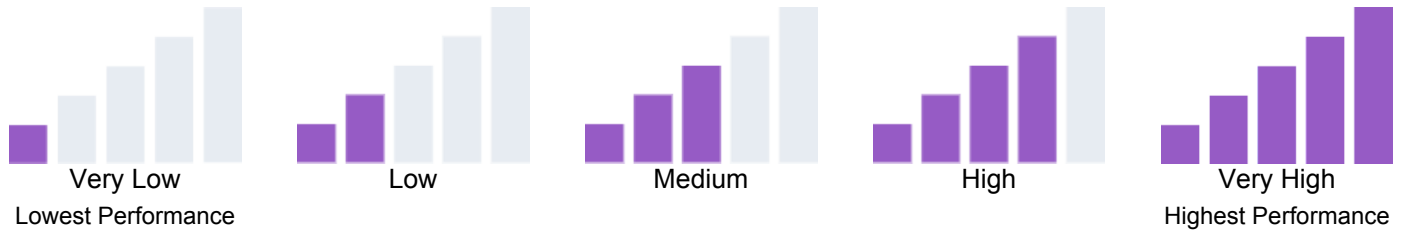
1. 59.9% % of Corey students are socioeconomically disadvantaged (SED). It is important to have parent training, enrichment opportunities and support from after school programs to support our students throughout the day.
2. Less than 1% of Corey students are foster youth. It is vital to confidentially provide additional support to the students and their families.
3. 57.9% of Corey students are Hispanic, as a result, communication from school should reflect the language needs of the community, spanish.

School and Student Performance Data

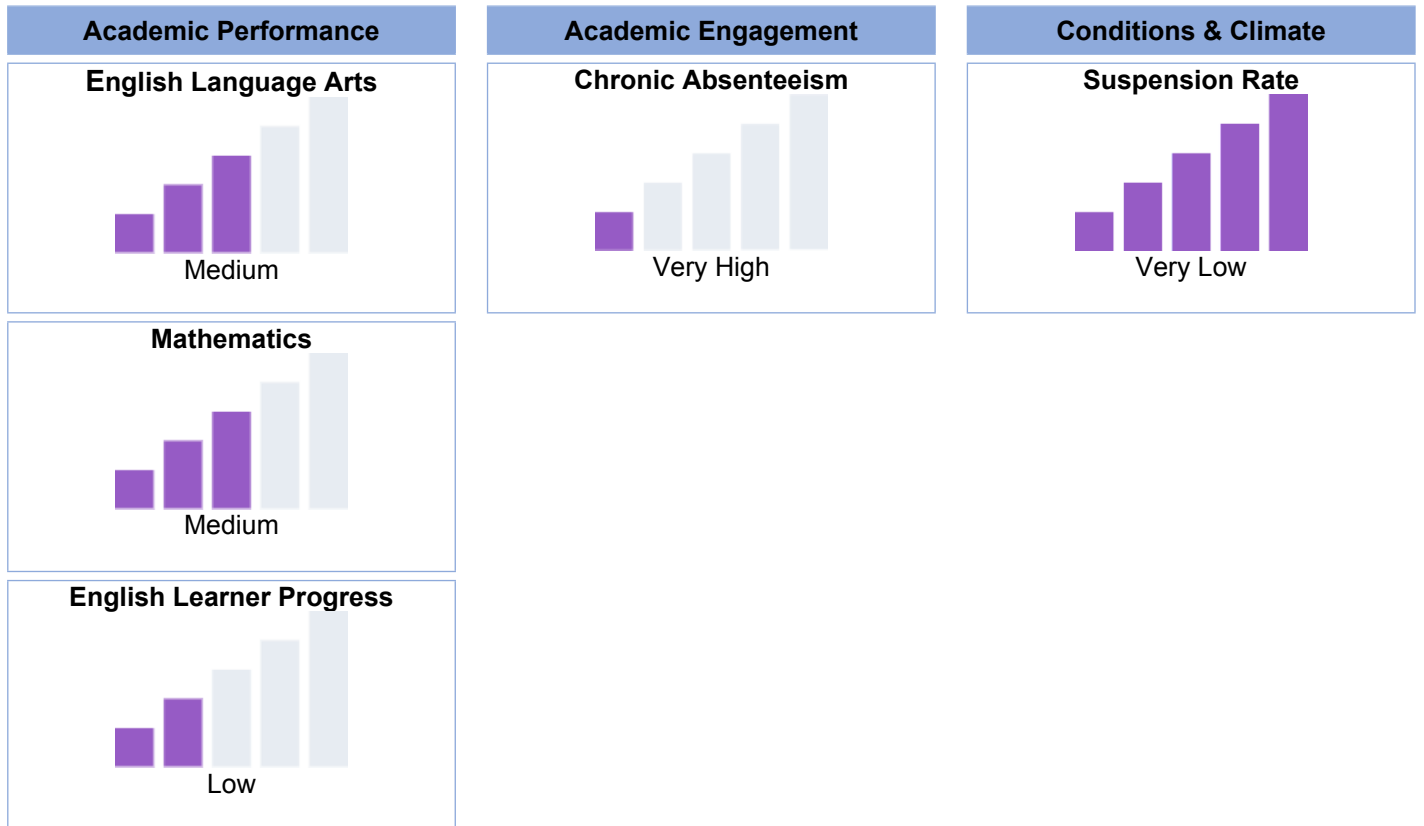
Overall Performance

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. Corey's suspension rate is very low. The suspension rate will continue to remain steadily low with the promotion of Corey SPIRIT, weekly lunch groups to address positive peer interactions, and SEL character strong lessons taught within the classrooms, and the support of our counselor on campus.
2. The performance of the English Learners subgroup is low. Academic performance will increase as we improve our instruction of both integrated & designated ELD and reading & writing workshop.

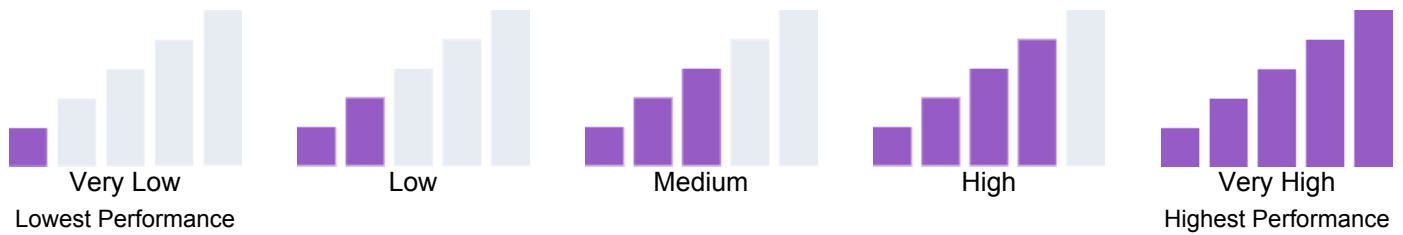
3. With two student subgroups in ATSI, students with disabilities and white students, progress and growth in mathematics and ELA is required. With the use of the instructional practices in Cognitively Guided Instruction in Math and Readers/Writers Workshop, students will have opportunities to build on inherent knowledge of mathematics in order to strengthen their conceptual understanding and expression in problem solving.

School and Student Performance Data

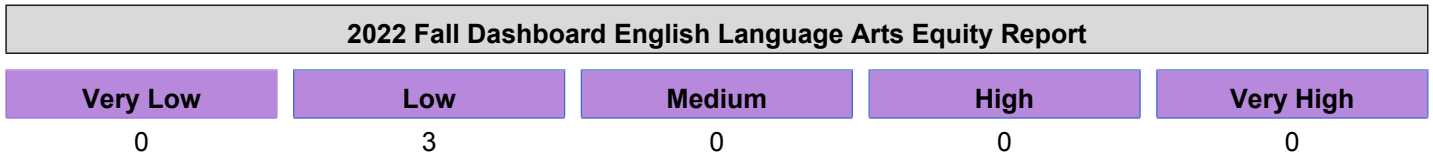
Academic Performance English Language Arts

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](#).

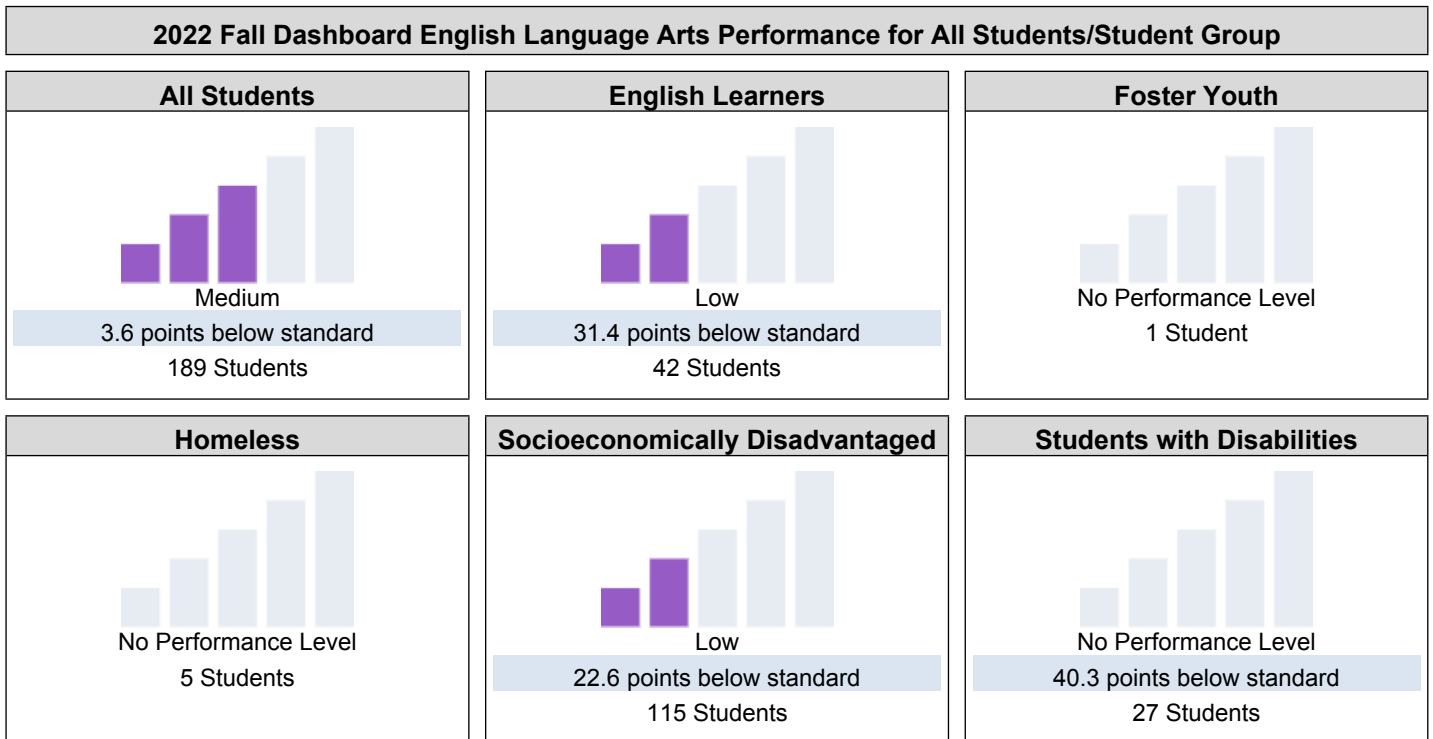
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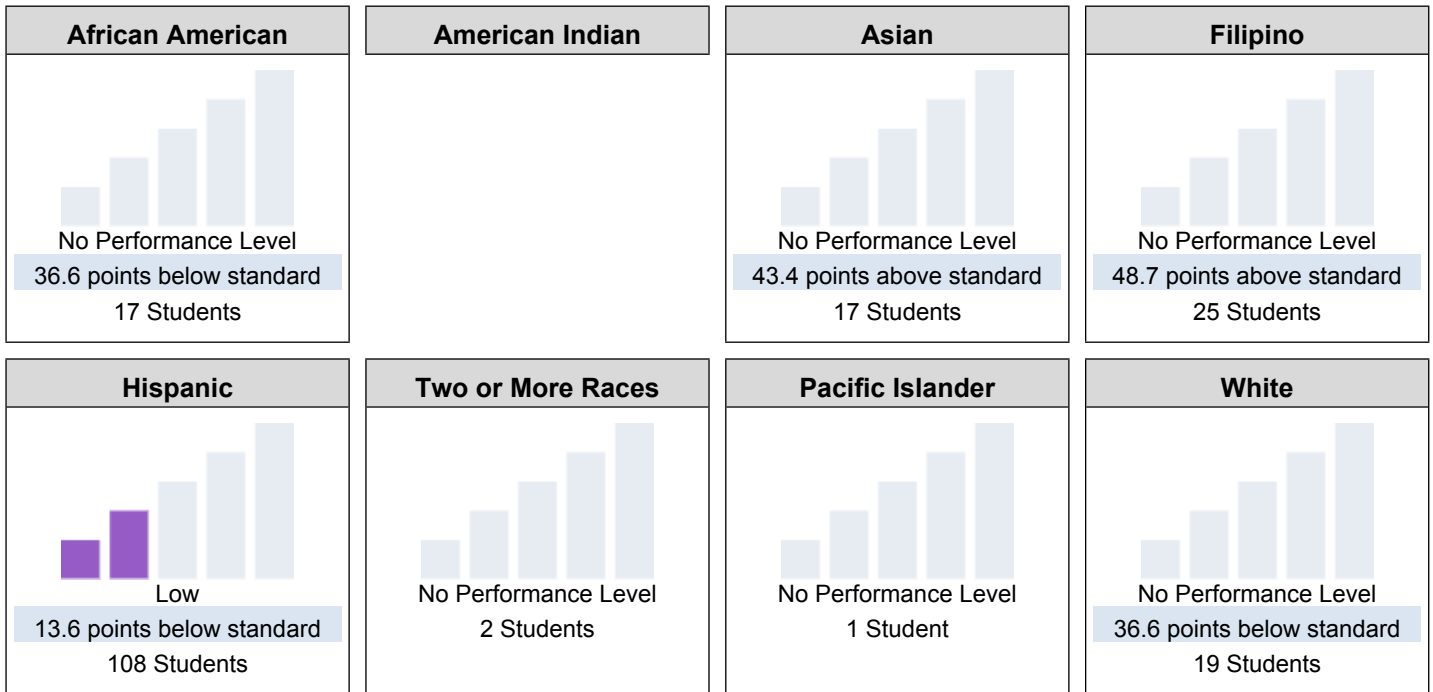
This section provides number of student groups in each level.



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
<p>61.5 points below standard</p> <p>29 Students</p>	<p>35.8 points above standard</p> <p>13 Students</p>	<p>1.8 points above standard</p> <p>135 Students</p>

Conclusions based on this data:

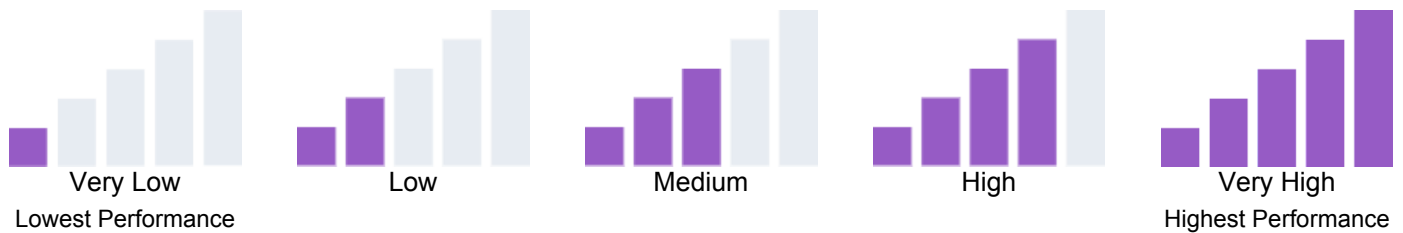
1. The ELA performance of the three subgroups, English Learners, Hispanic and Socioeconomically disadvantaged have declined. To support all EL students, the professional development that staff will receive will enhance their skills in both designated and integrated ELD instruction. This professional development will allow the teachers to provide the appropriate language support for success in ELA. Data analysis is a key to determine the specific needs of the students. Both data analysis and language support will benefit Hispanic and SED students as well. Additionally, the proper support such as, but not limited to, a more extensive Corey SPIRIT foundation, small group academic and socioemotional support and enhanced ELD instruction will improve the progress of all students.
2. The performance of Students with Disabilities is 40.3 points below standard. SWD are supported by Education Specialists and Special Education Instruction Assistants. They are exposed to the same curriculum as general education students. The support for SWD will be enhanced, by coaching and professional development for the staff to address the students' academic needs.
3. White students are 36.6 points below standard in English Language Arts. With targeted intervention, small group instruction, and professional development for teachers, students within this subgroup will show academic improvement.

School and Student Performance Data

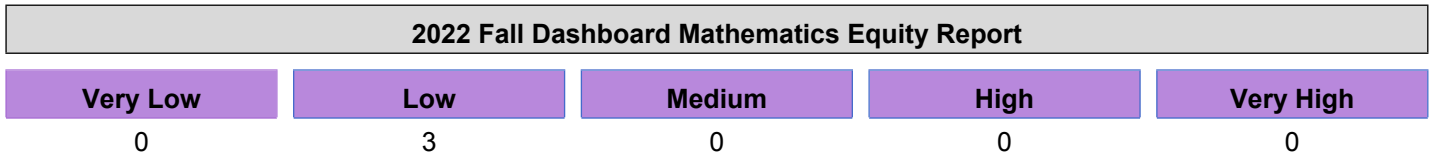
Academic Performance Mathematics

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](#).

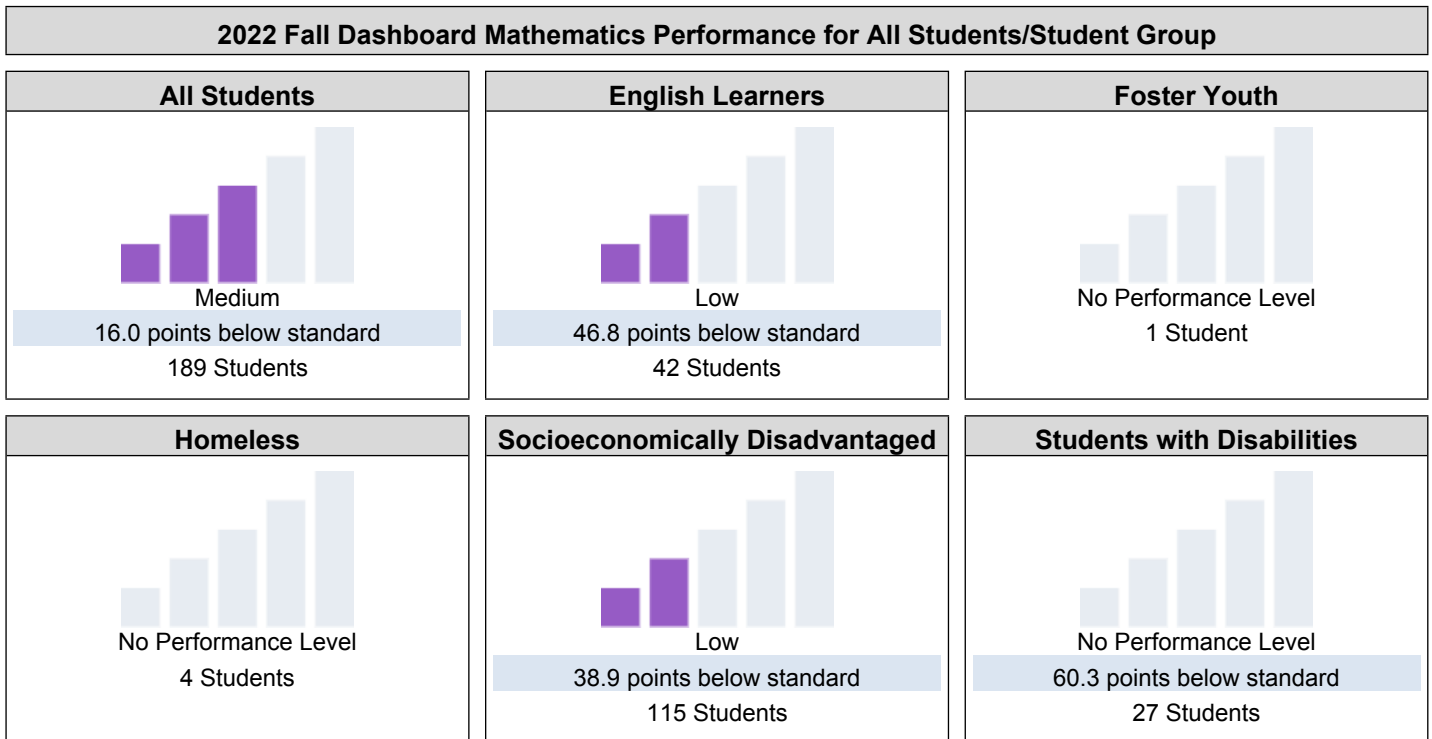
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



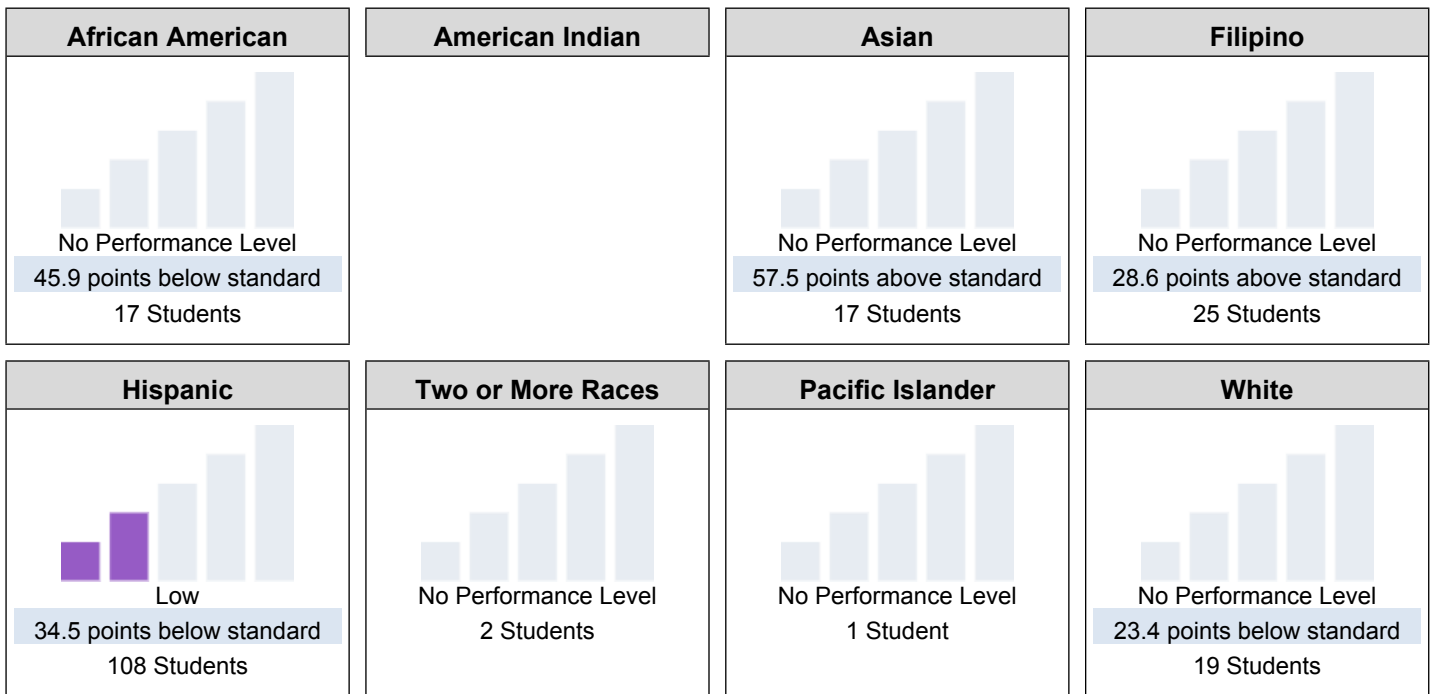
This section provides number of student groups in each level.



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>84.8 points below standard 29 Students</p>	<p>37.9 points above standard 13 Students</p>	<p>7.2 points below standard 135 Students</p>

Conclusions based on this data:

1. The mathematical performance of the the two subgroups, students with disabilities and white are 60.3 points and 23.4 points respectively below standard. For the two subgroups, the professional development in CGI that staff will receive to further enhance their skills and understanding of math with targeted data analysis, will provide the appropriate support to be more successful in the understanding and application of math.
2. The mathematical performance of Socioeconomically Disadvantaged students is 38.9 points below standard. This subgroup includes students from all of the other subgroups. Support offered to other subgroups will positively impact this subgroup as well. Corey will continue to utilize Zearn, i-ready, and CGI math as resources while continuing to provide rigorous instruction for all. In addition, more extensive support from our School Engagement Outreach Clerk, Corey SPIRIT, small group academic and socioemotional support from our counselor will improve the progress of Socioeconomically Disadvantaged students.
3. RFEF students are 37.9 points above standard in math. Continuing to monitor their academic progress is key to ensure that appropriate math support is provided at real time for the students.

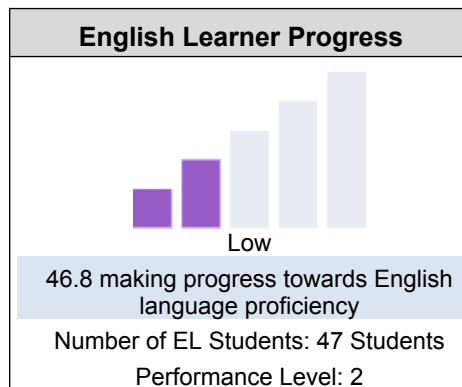
School and Student Performance Data

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
21.3%	31.9%	12.8%	34.0%

Conclusions based on this data:

- 21.3% of EL's decreased one ELPI level. Integrated and designated ELD are critical for EL students to access curriculum and show academic progress.
- Teachers will provide students with the opportunity to practice the domains of the ELPAC test and also set goals for reclassification.
- ELAC meetings will provide parents of EL students the opportunity to understand the purpose, structure, and domains of the ELPAC assessment and how students can be supported at home.

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:

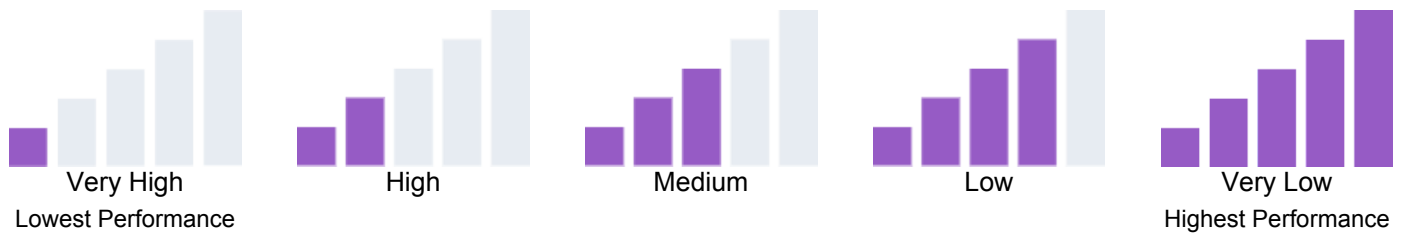
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School and Student Performance Data

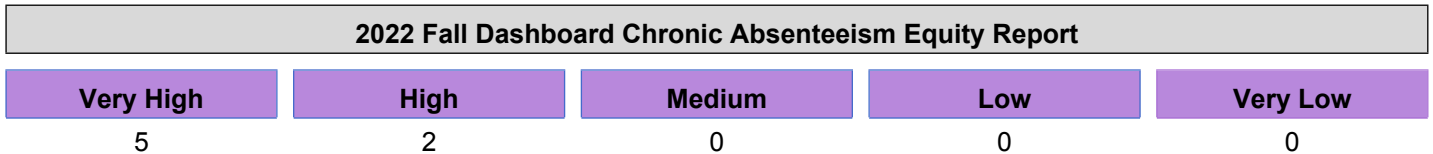
Academic Engagement Chronic Absenteeism

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](#).

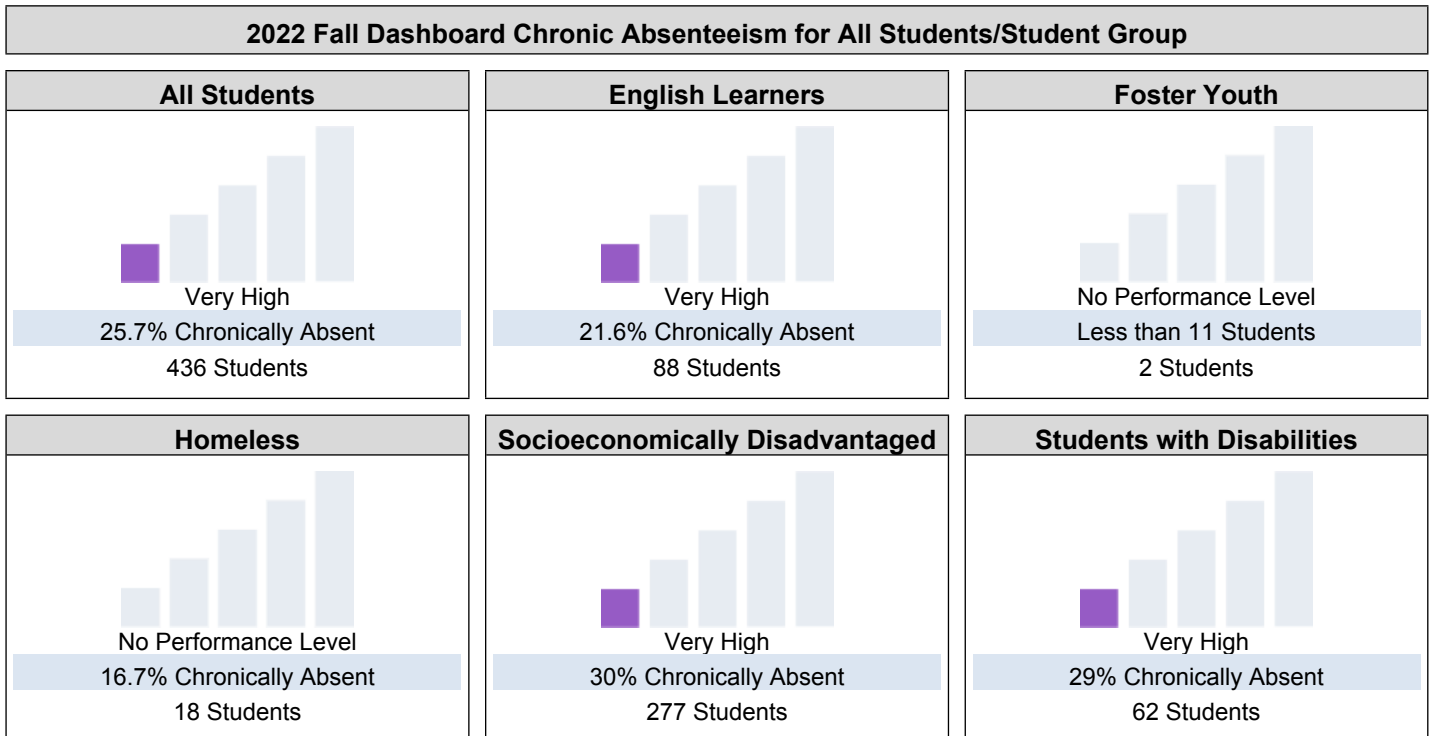
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



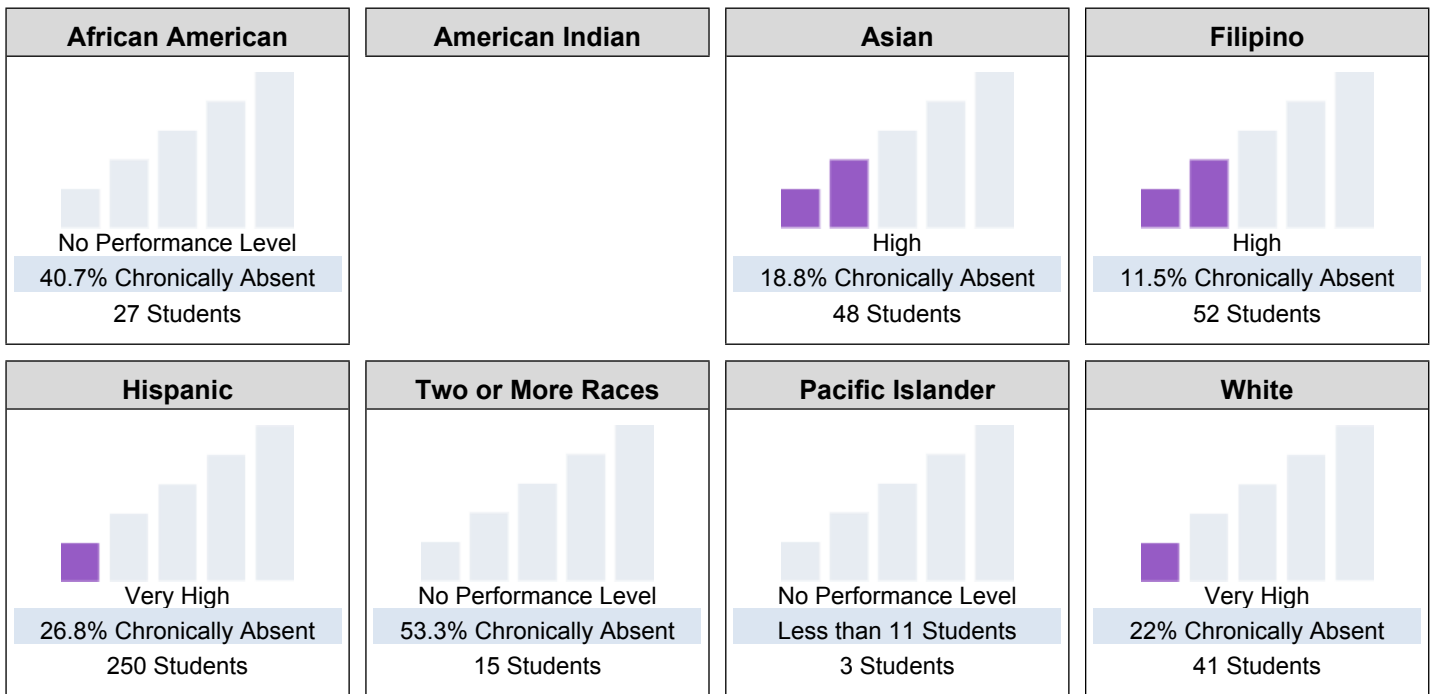
This section provides number of student groups in each level.



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:

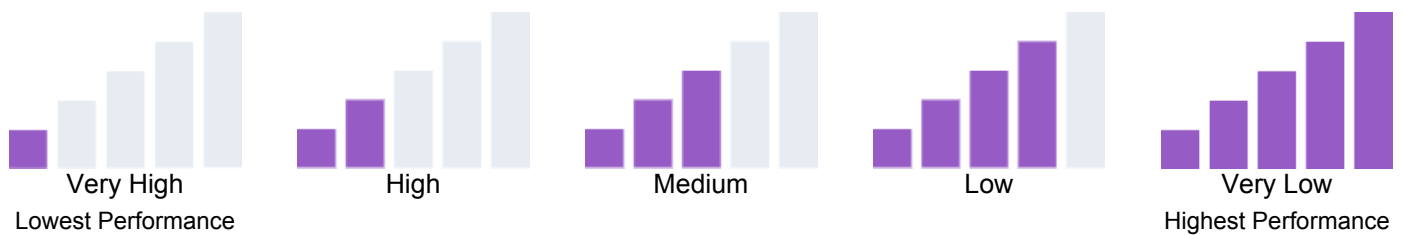
1. As an ATSI school, our Student Engagement Community Outreach Clerk will provide targeted support, training, and meet with parents and students to help improve the attendance of Students with Disabilities and white.
2. 40.7% of African American students are chronically absent. In order to address the needed support, administration and the School Engagement Community Outreach Clerk will meet with parents to identify the barriers keeping students from attending school.

School and Student Performance Data

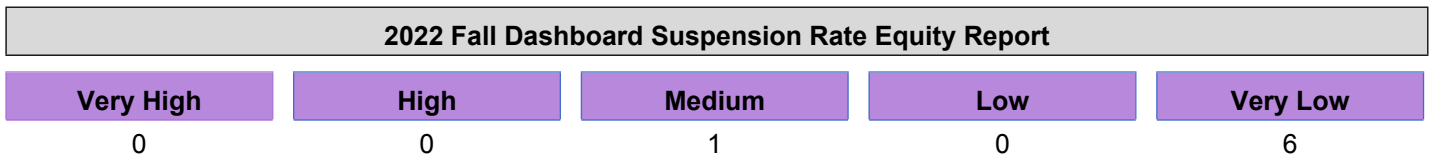
Conditions & Climate Suspension Rate

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](#).

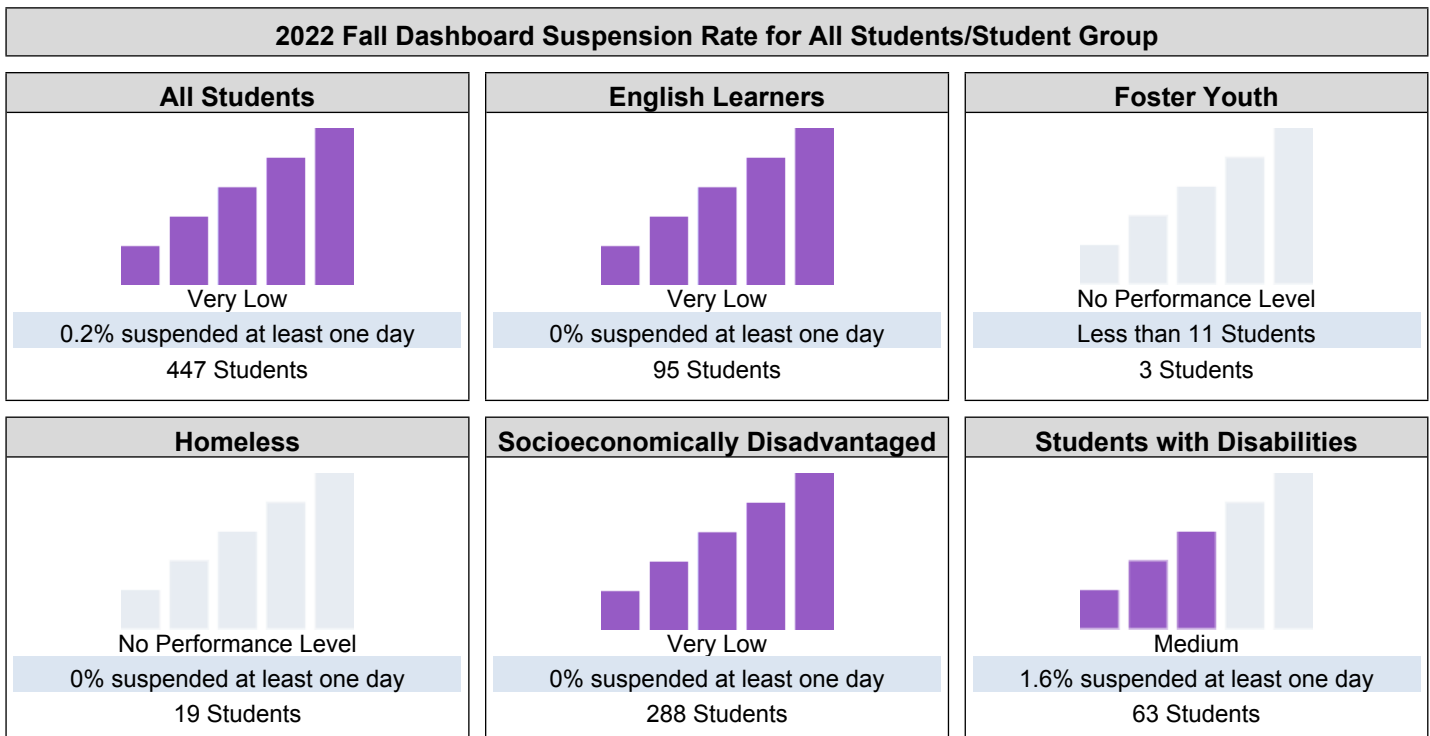
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



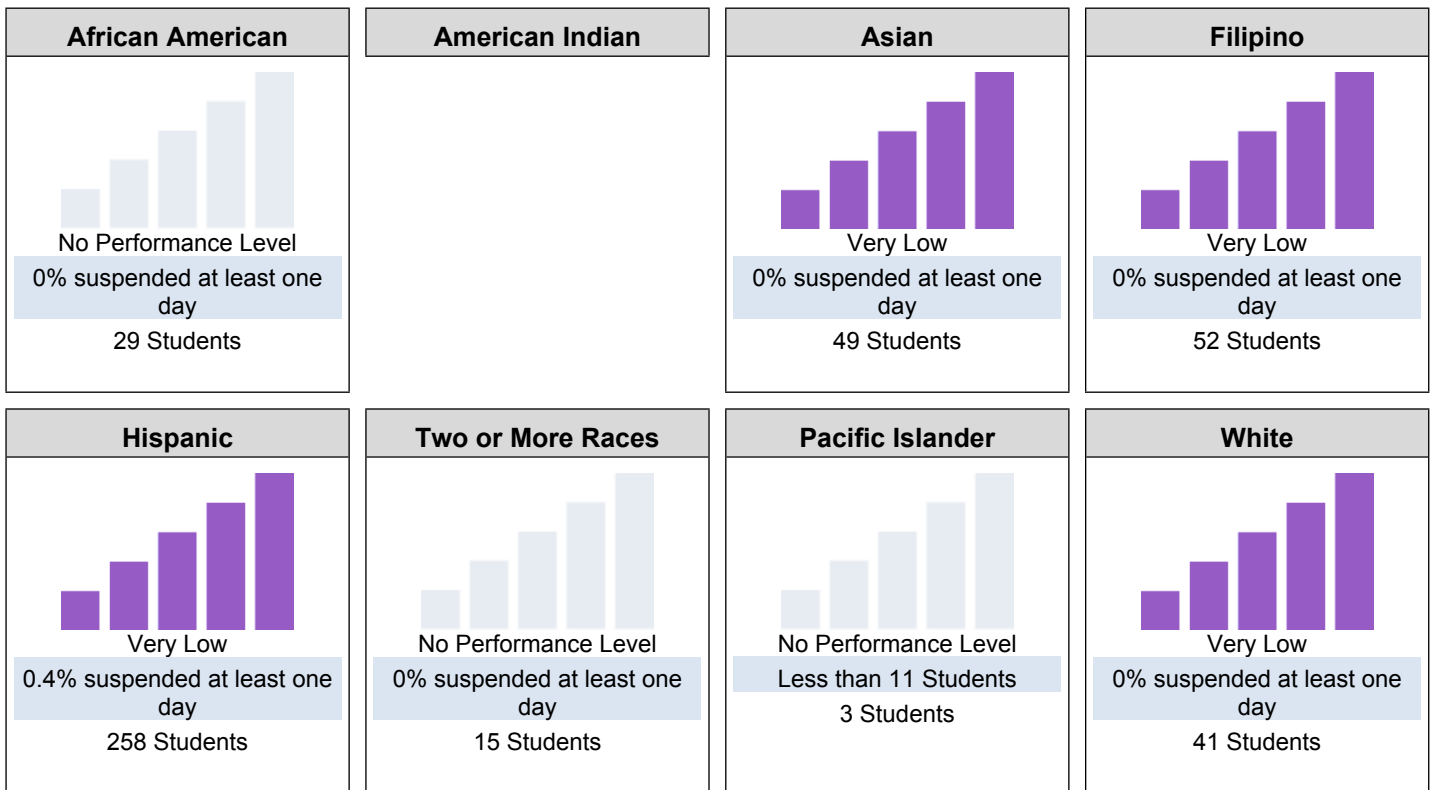
This section provides number of student groups in each level.



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. Corey's suspensions are low. The suspension rate will remain low through the continuation of Corey SPIRIT, SEL lessons, weekly lunch groups, and the counselor's support to address social interaction of specific students.
2. 1.6% of students with disabilities have been suspended for at least one day. Teachers will be supported with training and behavior intervention strategies on how to de-escalate student behaviors.
3. 0.4% of Hispanic students have been suspended at least one day. The staff as a whole will receive the assistance of the behavior interventionist to support positive behavior interventions within the classroom.

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 the implementation of state standards-based instruction and assessment taught by highly qualified teachers.

Goal 1

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment.

Identified Need

Standardized data from CAASPP indicate a baseline of 41.7% proficiency rate in ELA and a 44.08% proficiency rate in Mathematics. Student groups that require supports based on data include : English Learners, Socio-Economically Disadvantage, & Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Assessment (iReady-EOY Reading Diagnostic)	64% of students are performing on or above grade level in reading.	By May 2024, a minimum of 3% of students will increase in reading performance on or above grade level.
	25% of students are performing one grade level below in reading.	By May 2024, a minimum of 3% of students will increase in reading performance from one grade level below to on grade level.
	11% of students are performing two or more grade levels below in reading.	By May 2024, a minimum of 3% of students will increase in reading performance from two grade levels below to one grade level below.
Local Assessment (iReady-EOY Math Diagnostic)	61% of students are performing at or above grade level in math.	By May 2023, a minimum of 3% of students will increase in math performance at or above grade level.
	31% of students are performing one grade level below in math.	By May 2024, a minimum of 3% of students will increase in math performance from one grade level below to on grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7% of students are performing two or more grade levels below in math.	By May 2024, a minimum of 3% of students will increase in math performance from two grade levels below to on grade level.
ELPAC	The redesignation rate for the 2022-2023 school year was .02%	By May 2024, a minimum of 3% of students at each level, on the ELPAC, will increase a level, including students at Level 4 being reclassified to (RFEP) Reclassified Fluent English Proficient.
CAASPP ELA	41.71% of students met or exceeded standards in ELA EL students scored 31.4 points below standard in ELA	By June of 2024 a minimum of 3% of students in grades 3-5 will increase in ELA performance on the CAASPP assessment. By June of 2024, EL students will increase by a minimum of 3 points in ELA performance on the CAASPP assessment.
CAASPP Math	44.08% of students met or exceeded standards in math EL students scored 46.8 points below standard in math	By June of 2024, a minimum of 3% of students in grades 3-5 will increase in math performance on the CAASPP assessment. By June of 2024, EL students will increase by a minimum of 3 points in math performance on the CAASPP assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Corey Teachers utilize best practices to meet state standards by delivering core curriculum & instruction in ELA, math, science, social studies, PE and the arts. Emphasis for 2023-2024 school

year will include the following: Cognitively Guided Instruction in Math (CGI), Balanced Literacy (including Reading Workshop & Writing Workshop), culturally responsive pedagogy, Professional Learning Teams, MTSS implementation, Data Analysis and Planning, a focus on classroom talk in relation to IELD & DELD in the domains of listening & speaking, and on-going professional development and training.

Title 1 Expenditure to meet this goal:

- Extra hours for teachers to collaborate, analyze data plan
- Culturally responsive books
- Professional Development for teachers
- Support for reading and writing strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7700

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, socio-economically disadvantaged, students with disabilities, McKinney Vento, & Foster Youth

Strategy/Activity

Staff frequently analyzes student assessment data and examine the structure of the assessments. Staff monitors student progress and provides interventions to enhance student outcomes, address the learning loss within subgroups such as: English Learner, socio-economically disadvantaged, students with disabilities, McKinney Vento, & foster youth

Title 1 Expenditure to meet this goal:

- Extra hours for teachers to collaborate, analyze data by subgroups
- Extra hours for SEOC to support students and families
- -Support for reading and writing strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner, socio-economically disadvantaged, students with disabilities, McKinney Vento, & Foster Youth

Strategy/Activity

Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement (supplemental instructional materials and supplies)

Title 1 Expenditure to meet this goal:

- Supplemental instructional materials for reading intervention
- Professional development
- Extra hours for planning
- -Support for reading and writing strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6045

Source(s)

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 Learner, socio-economically disadvantaged, Students with disabilities, McKinney Vento, & Foster Youth

Strategy/Activity

Provide integrated and designated ELD time to support the language needs of all English Learners which incorporates research-based instructional strategies and is integrated the ELA/ELD Framework. Additional instructional support will occur during strategy groups in Reading Workshop and Writing Workshop. Inclusive of teacher training. (Funds will provide supplemental instructional materials and supplies)

Title 1 Expenditure to meet this goal:

- Extra hours for teacher planning
- Culturally responsive texts
- Professional Development for teachers

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)

6500

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 overall implementation of the strategies and activities have focused on quality teacher professional development and an increase in instructional materials and supplies to support existing programs.

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 is a need to increase resources to the allocation of tiered support services for students. This is to include more training and professional development in the following areas: MTSS, PLTs, D-ELD, Reading Workshop, and CGI math.

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.

In Goal 1, all strategies have been amended to include an activity that is focused on one or more of the student groups. The overarching goal has also been revised to specifically state that the content areas of ELA and Math are the core focus areas.

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 lead 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 lead to college and career readiness.

Identified Need

Data collected from the LCAP Survey indicated that 11% of parents disagreed with the following statement on the BPSD LCAP survey: My child/children can get the help they need if they are struggling with behavior issues. Attendance rate is 94% and based on the SEL Survey 49% of students rate emotional regulation as favorable.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey - Student Engagement and Social emotional Support	7.7% of parents disagreed with the following statement on the BPSD LCAP survey: My child/children can get counseling services when they need it.	In the 2023-2024 survey, there will be a 3% decrease in the parent responses pertaining to: My child/children can get counseling services when they need it.
Attendance Rate	Chronic Absenteeism: 25.7% of Students within the subgroups: White, Students with Disabilities, Socioeconomically disadvantaged, and Hispanic have high absenteeism.	In the 2023-2024 school year, chronic absenteeism will decrease by 3% to 23.7% within the subgroups: White, Students with Disabilities, Socioeconomically disadvantaged, and Hispanic.
SEL Survey	50% of students rate emotional regulation as favorable	In the 2023-2024, there will be a 3% increase in favor of emotional regulation.

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

Intervention supports to ensure students have the opportunity to stay engaged in positive activities during school (supplemental instructional materials and supplies and professional development)

Title 1 Expenditure to meet this goal:

- Extra Hours for PBIS team
- Additional hours for SEOC to support with student support meetings such as but not limited to CAST, parent/teacher conferences, attendance meetings, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6092

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

The School Engagement Outreach Clerk will provide trainings, meet with parents, and students to promote positive attendance and academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Enhance educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS) to include greater access to intervention supports in the areas of academic , SEL, and attendance.

Title 1 Expenditure to meet this goal:

- Extra hours for counselor to support the mental health of students
- Extra hours for SEOC to connect with parents and students regarding attendance

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)

6200

Source(s)

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

Enhance instructional equity by providing multi-cultural and culturally relevant text in classroom libraries.

Title 1 Expenditure to meet this goal:

- Culturally relevant books

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)

6800

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.

Resources allocated for our PBIS program during unstructured recreational times is a strategy to reduce instances of required discipline on the playground. Focusing on strategic SEL implementation to address behavioral needs of students, in addition to resources to include multi-culturally and diverse text in classroom libraries directly supports student engagement.

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

Professional development for staff is required to address the social emotional needs of students and through the MTSS process. This goal also includes strategies to address student driven data that indicates that multi-cultural and culturally responsive text should be included in classroom libraries.

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

The addition of our School Engagement and Outreach Clerk will help facilitate the promotion of positive attendance at school amongst students with disabilities and white students. Additionally, our SEOC will meet with families in an effort to eliminate barriers that prevent students from attending school.

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

Data collected from the LCAP (Parents of EL Students): 84% of EL parents feel that their families are well supported by the school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	77% of parents feel that adults at school inform them if their child is at, above, or below grade level in academics.	In the 2023-2024 survey, 80% of parents will feel that adults at school inform them if their child is at, above, or below grade level in academics.
LCAP Survey	86.6% of parents feel school facilities and school grounds are maintained in good repair.	In the 2023-2024 survey, 89.6% of parents will feel that the school facilities and school grounds are maintained in good repair.
LCAP Survey- Parents of EL Students	60% of EL parents feel that their families are well supported by the school	In the 2023-2024 survey, 63% of parents will feel that their families are well supported by the school

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parent education in math CGI, reading workshop, and social emotional learning.

Title 1 Expenditure to meet this goal:

- Additional hours for parent education night(s)

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)

8879

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

Provide materials, resources, and parent education on SEL, multi-cultural literacy, and discourse/inquiry.

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)

8000

Source(s)

Title I

Strategy/Activity 3

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)

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.

Provide quality professional development to teachers and ample release time to analyze data to plan for student support is required to achieve this goal.

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

To address the need of the goal there must be a focus on training teachers to work in Professional Learning Teams that focus specifically on student data. There must also be resources allocated to materials, supplies, tools, and time specifically allocated for the purposes of data collection, analysis, and planning.

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.

This goal has been amended to include: Professional Learning Teams and MTSS.

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
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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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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	\$64,216
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,216.00

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	\$64,216.00

Subtotal of additional federal funds included for this school: \$64,216.00

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

Total of federal, state, and/or local funds for this school: \$64,216.00

School Site Council Membership

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

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

Name of Members	Role
Jeselle Mata	Principal
Jill Hood	Classroom Teacher
Blanca Cubillo	Parent or Community Member
Kristie Mendez	Classroom Teacher
Kristine Lapina	Other School Staff
Cheyanne Porter	Parent or Community Member
Vanessa Andrade	Parent or Community Member
Lavelle Daley	Parent or Community Member
Celina Reyes	Parent or Community Member
Audrey Galaz	Classroom Teacher

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 November 9, 2023.

Attested:



Principal, Jeselle Mata on 11/9/2023
SSC Chairperson, Cheyenne Porter on 11/9/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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