

# 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
Theodore Roosevelt Elementary School	19- 64337- 6012009	Thursday, December 10, 2020	December XXXXX, 2020

## Purpose and Description

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

Schoolwide Program

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.

This School Plan for Student Achievement outlines the programs Roosevelt Elementary uses to meet the diverse needs of our school community and to strive for continual improvement.

Roosevelt Elementary is not a Title I school.

- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff are based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures is performed by the School Site Council

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Each year Roosevelt conducts a survey of parents and staff. Results will be made available upon completion.

The District completes an annual climate survey and the results are discussed with parents and staff.

## Classroom Observations

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

Informal classroom observations are done by the principal and formal teacher evaluations are conducted on a rotating basis. In accordance with district practices, English Language Development walkthroughs and GATE walkthroughs are conducted on a monthly basis.

## 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)

At the beginning of the school year, students are given baseline and diagnostic assessments in reading and math. These assessments are used to group students for intervention, which is built into the school day. At the end of each trimester, students are given benchmark assessment to chart their progress and regroup students for intervention. The results are also used to determine if additional interventions or supplemental materials are needed to support the teachers in teaching to the Common Core State Standards. From these assessments, short, formative assessments are developed and given to ensure that students are making progress on the specific standards that were identified as areas of need in the baselines and benchmarks.

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

In addition to local benchmark assessments, students take curriculum-based assessments in their Power Hour groups to determine if they are making progress towards proficiency. At each trimester, teachers review the results of these assessments and the trimester benchmarks and students are regrouped as needed. In intermediate grades, students take the curriculum embedded math and ELA assessments at the end of each topic of study. The results are analyzed and teachers review the concepts that were not mastered on the test.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Roosevelt's teachers meet the (ESSA - Every Student Succeeds Act) criteria for highly qualified staff by meeting State certification requirements. All instructional assistants meet ESEA requirements.

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

All teachers at Roosevelt are working in their appropriate and authorized credential areas. Teachers participate in structured district-wide professional development activities on best instructional practices.

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

Staff development is focused Districtwide and schoolwide on planning and delivering excellent first instruction as a tier 1 support (MTSS).

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

Teachers meet regularly for faculty professional development or grade level meetings. Roosevelt also has a full time curriculum specialist who supports teachers and students with curricular resources, strategies, and programs.

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

Students are released early on Tuesdays to allow teachers time to meet as a grade level once a month. During this time, teachers meet to collaboratively plan lessons. Each trimester, we study student progress and review the Rtl groups in which students are placed according to instructional needs. We discuss target students and ways in which we can modify our instructional program and pacing to ensure all standards are being taught in a timely way.

## Teaching and Learning

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

The curriculum, instructional program, and materials are all aligned with the State of California's content standards for each required subject matter, at all grade levels. District-developed common assessments are utilized to ensure that teachers are providing curriculum and instructional programs that are paced in a manner such that all students have the opportunity to master the content standards by the end of the year. Student progress is monitored by the collection of benchmark assessment data and proficiency rates on the CAASPP.

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

All students at Roosevelt Elementary School are provided with the resources and opportunities necessary to address the California State Standards at grade level. All instructional minutes are closely monitored by the District, and exceed the minimum State requirements.

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

Teachers participate in regular review of the California State Standards. As a staff, we align the pace of grade level instructional program. Teachers have been provided with grade level pacing/alignment to assessment guides in ELA and Math.

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

Every student at Roosevelt Elementary School has access to standards based instructional materials in every subject area.

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

All instructional materials at Roosevelt Elementary School are State Board of Education adopted and standards aligned. This includes all of the intervention books and consumable supplies, as well as web based and software materials. We currently use the State adopted Benchmark Advance literacy materials. We also use Houghton Mifflin Go Math!, which is our State adopted Mathematics program. Our Science supplementary curriculum is StemScopes.

## Opportunity and Equal Educational Access

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

An achievement gap exists between the Hispanic subgroup and the White students. All teachers have been trained in Systematic ELD and many of the teachers have been trained in GLAD. Students have been clustered with selected teachers who provide 30 minutes daily of targeted instruction. The ELD specialist provides demonstration lessons in regular classrooms, teachers have revised lessons to include SDAIE and GLAD strategies, the ELAC provides parent education to assist students, and all teachers use formative assessment to modify instruction and increase student performance. Grade level teams will establish goals and individual teachers will identify target students to receive additional intervention. RTI has been implemented and includes many primary EL's, while interventions such as SIPPS, Read Naturally, and SRA reading labs are in use. Homogeneous groupings are in place in kindergarten through 3rd grade in the Power Hour rotation and divided opening in K-2nd grade. The departmentalized model of instruction exists in grades 4 and 5, allowing students to benefit from teachers who specialize in a subject area.

Evidence-based educational practices to raise student achievement

Schoolwide Response to Intervention Program (Power Hour)  
Kagan Engagement Strategies  
Systematic ELD and GLAD  
Differentiated Instruction  
Departmentalization at 4th and 5th grade

## Parental Engagement

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

At regularly scheduled meetings, the advisory committees (Leadership Team, PTA, GATE, ELAC, and School Site Council) were presented with the data and participated in analysis of school wide as well as grade level information. Activities such as discussion, explanation, question/answer sessions were used to determine areas for growth. Strategies for remediation and allocation of resources were based on identified trends. Grade level meetings and data chats identified students for RtI groups.

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)

Parent representatives, teachers, and classified personnel involved in School Site Council are involved in continually monitoring the effective implementation of the Single Plan for Student Achievement where data information will be shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners. School achievement data is presented in the beginning of the year at a PTA meeting.

The Kindergarten Orientation “Round-Up” for new K parents gives parents of brand new students an early insight into elementary education. There are two rounds of Parent-Teacher Conferences (Tri #1 and Tri #2). At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child’s performance

## Funding

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

Roosevelt receives federal Title III funds to support English Learners.

## Fiscal support (EPC)

Federal Title III English Learner funds: \$3,118  
Title III Immigrant funds: \$1,971

## Stakeholder Involvement

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

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

School Site Council members, consisting of parity between staff (classified, certificated, and administration) and parents from Roosevelt Elementary are involved with the annual review and updating of the School Plan.

## Resource Inequities

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

As is best practice, more resources are placed in the intervention program (RTI/Power Hour) for younger grades to maximize the impact of early interventions.

Staffing is comparable across all elementary schools. Staffing ratios are consistent across elementary schools.

Per pupil allocations are comparable across all elementary schools.

Allocation of Special Education staff is comparable across all elementary schools.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.77%	0.79%	0.64%	5	5	4
African American	0.77%	0.95%	1.59%	5	6	10
Asian	5.25%	4.11%	4.14%	34	26	26
Filipino	3.09%	2.85%	3.03%	20	18	19
Hispanic/Latino	26.54%	26.42%	24.84%	172	167	156
Pacific Islander	0.15%	%	0%	1		0
White	53.55%	53.16%	52.87%	347	336	332
Multiple/No Response	1.70%	2.69%	9.55%	11	17	21
<b>Total Enrollment</b>				648	632	628

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	121	114	118
Grade 1	95	99	95
Grade 2	96	97	99
Grade3	118	96	95
Grade 4	106	119	96
Grade 5	112	107	125
<b>Total Enrollment</b>	648	632	628

### Conclusions based on this data:

1. The large "bubble" of students progressing through grades will matriculated from Roosevelt to middle schools, resulting in a decrease of apprx 30 students in 2020-21.
2. Enrollment in primary grades indicates that enrollment will be stable in upcoming years.
3. Demographic subgroup proportions have remained relatively consistent over past years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		33	29		5.2%	4.6%
Fluent English Proficient (FEP)		46	40		7.3%	6.4%
Reclassified Fluent English Proficient (RFEP)		5	4		12.2%	12.1%

### Conclusions based on this data:

1. English Learner percentages remain consistently low at Roosevelt.
2. Despite a small number and percentage of overall school population, Roosevelt's English Learners continue to need the support of the ELD Program.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	119	93	99	118	92	99	117	92	98	99.2	98.9
Grade 4	105	103	116	103	100	112	103	100	112	98.1	97.1	96.6
Grade 5	118	111	106	117	105	102	117	105	102	99.2	94.6	96.2
All Grades	324	333	315	319	323	306	319	322	306	98.5	97	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2458.	2458.	2472.	34.34	32.48	41.30	33.33	39.32	23.91	21.21	17.09	28.26	11.11	11.11	6.52
Grade 4	2515.	2505.	2515.	42.72	44.00	44.64	31.07	26.00	29.46	16.50	14.00	17.86	9.71	16.00	8.04
Grade 5	2555.	2572.	2566.	41.88	49.52	47.06	35.04	35.24	37.25	13.68	9.52	9.80	9.40	5.71	5.88
All Grades	N/A	N/A	N/A	39.81	41.61	44.44	33.23	33.85	30.39	16.93	13.66	18.30	10.03	10.87	6.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	35.04	50.00	48.48	54.70	41.30	15.15	10.26	8.70
Grade 4	37.86	37.00	38.39	53.40	46.00	55.36	8.74	17.00	6.25
Grade 5	47.86	45.71	48.04	37.61	47.62	45.10	14.53	6.67	6.86
All Grades	41.07	39.13	45.10	46.08	49.69	47.71	12.85	11.18	7.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.29	25.64	32.61	55.56	59.83	59.78	15.15	14.53	7.61
Grade 4	44.66	48.00	35.71	43.69	36.00	56.25	11.65	16.00	8.04
Grade 5	54.70	60.95	54.90	37.61	34.29	41.18	7.69	4.76	3.92
All Grades	43.57	44.10	41.18	45.14	44.10	52.29	11.29	11.80	6.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.25	23.08	32.61	69.70	67.52	61.96	5.05	9.40	5.43
Grade 4	28.16	27.00	28.57	61.17	65.00	61.61	10.68	8.00	9.82
Grade 5	38.46	31.43	27.45	49.57	61.90	63.73	11.97	6.67	8.82
All Grades	31.03	27.02	29.41	59.56	64.91	62.42	9.40	8.07	8.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	28.21	35.87	54.55	61.54	54.35	12.12	10.26	9.78
Grade 4	40.78	32.00	39.29	45.63	51.00	50.00	13.59	17.00	10.71
Grade 5	42.74	46.67	45.10	45.30	46.67	46.08	11.97	6.67	8.82
All Grades	39.18	35.40	40.20	48.28	53.42	50.00	12.54	11.18	9.80

**Conclusions based on this data:**

1. CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: Writing skills develop well over the course of 3rd-5th grade (apprx 33% exceeding in 3rd>36% exceeding in 4th>55% exceeding in 5th).
2. CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: Research/Inquiry is an area of relative weakness.
3. CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: Listening is an area with the lowest percentage of students exceeding standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	119	93	99	116	92	99	116	92	98	97.5	98.9
Grade 4	105	103	116	104	100	114	104	100	114	99	97.1	98.3
Grade 5	118	111	106	117	105	102	117	105	102	99.2	94.6	96.2
All Grades	324	333	315	320	321	308	320	321	308	98.8	96.4	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2455.	2457.	24.24	24.14	29.35	42.42	43.10	32.61	23.23	22.41	29.35	10.10	10.34	8.70
Grade 4	2525.	2517.	2522.	41.35	37.00	38.60	36.54	36.00	33.33	12.50	23.00	25.44	9.62	4.00	2.63
Grade 5	2546.	2571.	2563.	35.04	49.52	48.04	30.77	27.62	23.53	24.79	15.24	23.53	9.40	7.62	4.90
All Grades	N/A	N/A	N/A	33.75	36.45	38.96	36.25	35.83	29.87	20.31	20.25	25.97	9.69	7.48	5.19

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	41.41	37.93	34.78	41.41	43.10	51.09	17.17	18.97	14.13	
Grade 4	63.46	54.00	53.51	21.15	30.00	39.47	15.38	16.00	7.02	
Grade 5	44.44	60.95	56.86	43.59	27.62	31.37	11.97	11.43	11.76	
All Grades	49.69	50.47	49.03	35.63	33.96	40.26	14.69	15.58	10.71	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.42	36.21	34.78	41.41	48.28	50.00	16.16	15.52	15.22
Grade 4	46.15	37.00	36.84	39.42	47.00	47.37	14.42	16.00	15.79
Grade 5	33.33	46.67	41.18	51.28	43.81	44.12	15.38	9.52	14.71
All Grades	40.31	39.88	37.66	44.38	46.42	47.08	15.31	13.71	15.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.39	37.93	39.13	52.53	49.14	50.00	8.08	12.93	10.87
Grade 4	49.04	40.00	42.11	37.50	48.00	48.25	13.46	12.00	9.65
Grade 5	30.77	47.62	38.24	51.28	39.05	50.00	17.95	13.33	11.76
All Grades	39.38	41.74	39.94	47.19	45.48	49.35	13.44	12.77	10.71

**Conclusions based on this data:**

1. CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: Problem Solving and Modeling/Data Analysis is an area of relative weakness.
2. CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: Concepts and Procedures is an area of relative strength.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*		*		*		*	
Grade 3	1513.5		1508.7		1517.8		11	
Grade 4	*	1522.7	*	1499.2	*	1545.9	*	15
Grade 5	*		*		*		*	
All Grades							38	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
4		20.00	*	46.67		26.67		6.67	*	15
All Grades	50.00	25.00	36.84	50.00	*	20.83	*	4.17	38	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
4	*	33.33	*	53.33	*	6.67		6.67	*	15
All Grades	60.53	37.50	31.58	50.00	*	8.33	*	4.17	38	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
4		26.67	*	40.00	*	26.67		6.67	*	15
All Grades	31.58	20.83	34.21	50.00	*	25.00	*	4.17	38	24

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	33.33	*	60.00		6.67	*	15
All Grades	60.53	45.83	34.21	50.00	*	4.17	38	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	33.33		53.33	*	13.33	*	15
All Grades	71.05	37.50	*	50.00	*	12.50	38	24

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4		13.33	*	60.00	*	26.67	*	15
All Grades	34.21	16.67	44.74	66.67	*	16.67	38	24

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4		40.00	*	60.00		0.00	*	15
All Grades	42.11	50.00	52.63	50.00	*	0.00	38	24

**Conclusions based on this data:**

1. ELPAC ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: 24 students took the ELPAC in 2018-2019.
2. ELPAC ASSESSMENTS WERE NOT ADMINISTERED IN 2019-20 DUE TO COVID CLOSURES. Previous conclusions include: 16.67% of students scored at the Beginning level on the Reading subsection in 2018-2019.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
595	14.1	3.5	.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	3.5
Foster Youth	2	.3
Homeless	0	0
Socioeconomically Disadvantaged	75	14.1
Students with Disabilities	97	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.0
American Indian	2	0.3
Asian	21	3.5
Filipino	16	2.6
Hispanic	151	25.3
Two or More Races	93	15.6
White	300	50.4





### Conclusions based on this data:

- 14.1% of students are considered socioeconomically disadvantaged students.
- 3.5% of students are English Learners.
- 50.4% of students fall into the White subgroup and 25.3% of students fall in the Hispanic subgroup.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 508 360 535">Blue</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="766 508 854 535">Orange</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1263 508 1318 535">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="295 705 376 732">Green</p>		

#### Conclusions based on this data:

1. English Language Arts is in the BLUE category as is the Suspension rate.
2. Mathematics is in the GREEN category.
3. Chronic Absenteeism is in the ORANGE category.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 49.2 points above standard Increased ++8.1 points 309	<p><b>English Learners</b></p>  No Performance Color 16.2 points above standard Increased Significantly ++38.1 points 26	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 18.2 points above standard Maintained ++1.2 points 53	<p><b>Students with Disabilities</b></p>  Yellow 35.3 points below standard Increased Significantly ++31.9 points 32

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 80.1 points above standard Increased ++6.8 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 35.6 points above standard Increased ++14.8 points 82	 No Performance Color 71.8 points above standard Increased ++6.8 points 22	 No Performance Color 0 Students	 Blue 53.5 points above standard Increased ++7.4 points 171

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
20.1 points below standard Increased Significantly ++36.2 points 16	Less than 11 Students - Data Not Displayed for Privacy 10	49.8 points above standard Increased ++3.5 points 263

**Conclusions based on this data:**

1. ALL students is in the BLUE category and is 49.2 points above the standard.
2. The Socioeconomically Disadvantaged subgroup and Hispanic subgroup are in the GREEN category and 18.2 points and 14.87 points above the standard respectively.
3. The Students with Disabilities subgroup is in the YELLOW category and is 35.3 points below standard.

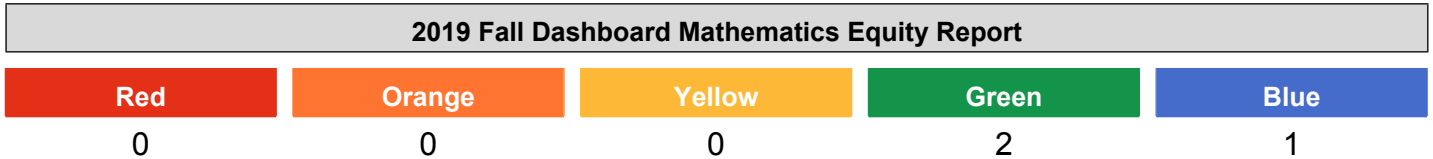
# School and Student Performance Data

## Academic Performance Mathematics






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>32.1 points above standard</p> <p>Maintained ++0.1 points</p> <p>310</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>3.1 points above standard</p> <p>Increased ++7.2 points</p> <p>26</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>11 points above standard</p> <p>Maintained ++1.7 points</p> <p>53</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>45.2 points below standard</p> <p>Increased Significantly ++22.9 points</p> <p>32</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color <span style="background-color: #e0e0e0;">55.5 points above standard</span> Declined -10.5 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e0e0e0;">19.8 points above standard</span> Increased ++5.6 points 82	 No Performance Color <span style="background-color: #e0e0e0;">60 points above standard</span> Increased ++10.9 points 22	(Empty)	 Blue <span style="background-color: #e0e0e0;">35.1 points above standard</span> Maintained ++0.3 points 172

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0;">18.1 points below standard</span> Maintained ++2.2 points 16	Less than 11 Students - Data Not Displayed for Privacy 10	<span style="background-color: #e0e0e0;">32.7 points above standard</span> Maintained -1.2 points 264

**Conclusions based on this data:**

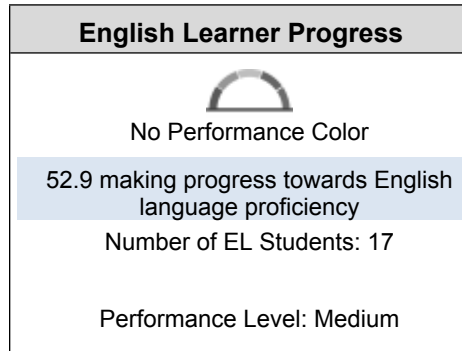
1. ALL Students, Socioeconomically Disadvantaged, and Hispanic subgroups are in the GREEN zone.
2. The White subgroup is in the BLUE category.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.4	17.6	5.8	47.0

#### Conclusions based on this data:

1. 47.0% of English Learners progressed at least one ELPI level.
2. 29.4% of English Learners decreased one ELPI level.

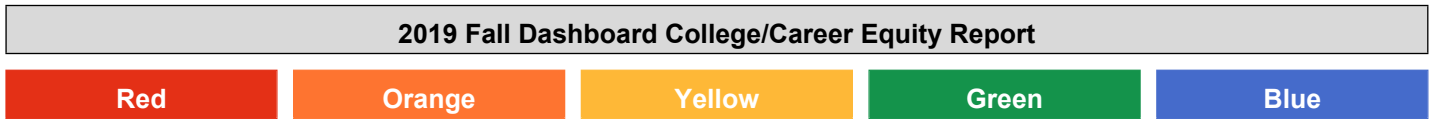
# School and Student Performance Data

## Academic Performance College/Career

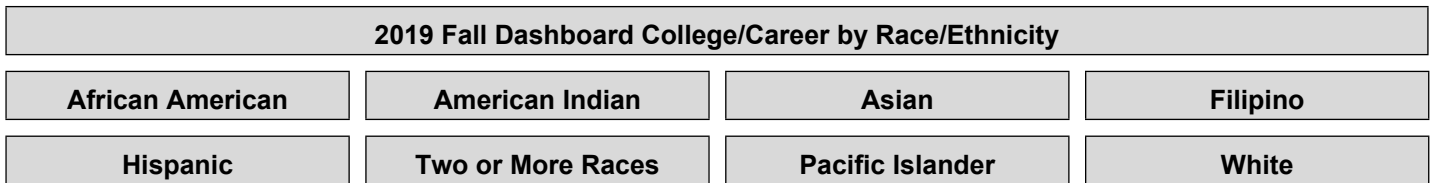
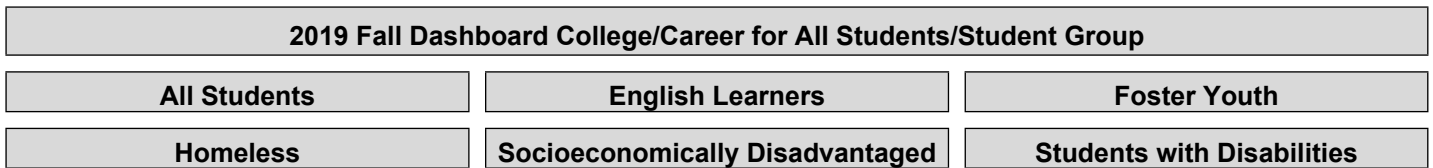
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

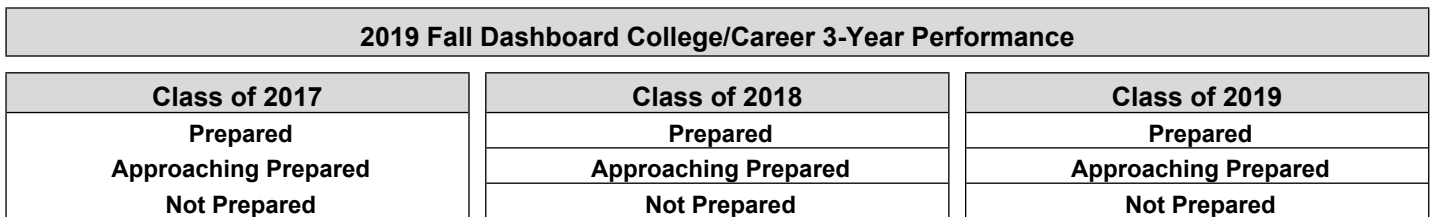
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7.7 Increased +2.7 635	<p><b>English Learners</b></p>  Yellow 11.4 Declined -0.5 35	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 17.6 Increased +7.8 102	<p><b>Students with Disabilities</b></p>  Red 21.6 Increased +13.5 88

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 11.1 Increased +8.2 27	 No Performance Color 11.1 Declined -3.9 18
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.5 Increased Significantly +6.2 168	 Green 2.7 Declined -2.1 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 5.6 Increased +2.2 338

**Conclusions based on this data:**

1. ALL Students, Socioeconomically Disadvantaged, and White Students are in the ORANGE category.
2. The Hispanic and Students with Disabilities subgroups are in the RED category.
3. The English Learners subgroup is in the YELLOW category.

# School and Student Performance Data

## Academic Engagement Graduation Rate

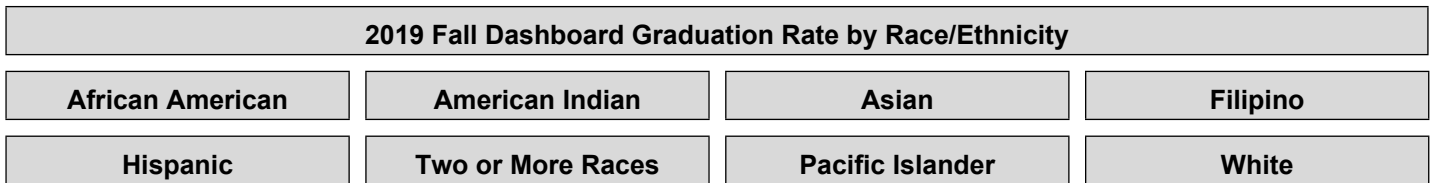
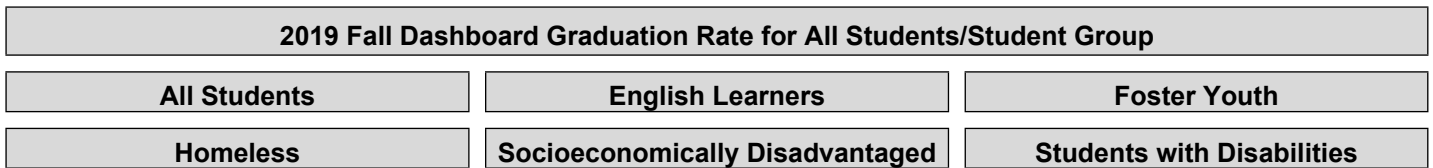
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

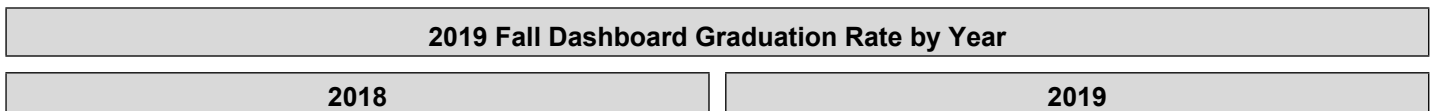
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

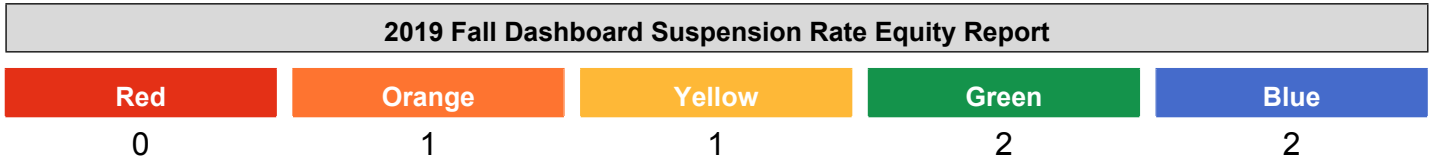
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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



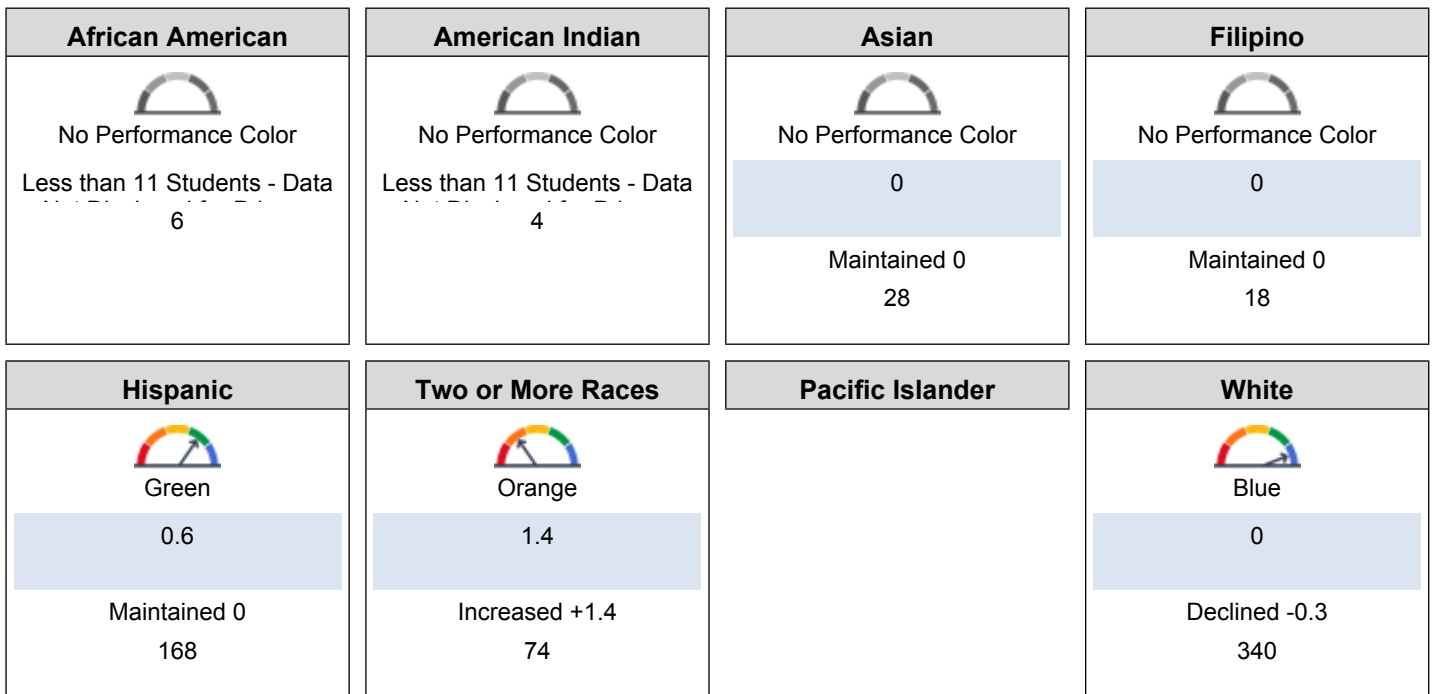
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0.3 Maintained 0 638	<p><b>English Learners</b></p>  Blue 0 Maintained 0 36	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 1 Maintained +0.1 102	<p><b>Students with Disabilities</b></p>  Yellow 1.1 Maintained 0 89

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

**Conclusions based on this data:**

1. All Students, English Learners, and White Students are in the BLUE zone.
2. The Hispanic and Socioeconomically Disadvantaged subgroups are in the GREEN category.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English/Language Arts

## LEA/LCAP Goal

Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RtI) approach in elementary mathematics for students.

### Board of Education Goals

1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

### LCAP Goals

1. Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school through adult education readiness.
5. Provide all students access to technology in the classroom.

## Goal 1

78% of students will meet or exceed grade level standards in English/Language Arts. (3% growth)

## Identified Need

Providing targeted multi-tiered systems of support as needed in both in class interventions and pull out interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report Card grades	85% of students met/exceeded grade level standards according to 2018-19 3rd Trimester Report Card grades	TK-5th graders will maintain a commensurate level of performance.
BUSD Assessment scores	91% of students met/exceeded grade level standards according to 2019-20 End-of-Year Assessment scores	K-5th graders will maintain a commensurate level of performance.

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)

Targeted students based on formative assessment data

#### Strategy/Activity

Small group intervention classes for students who are not meeting grade level expectations.

#### 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)
23,210	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Certificated support for teachers to teach RTI program.
10,000.00	General Fund 4000-4999: Books And Supplies Instructional Materials
6,100	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online Reading Intervention Program (Lexia)

### Strategy/Activity 2

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

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

English Learners subgroup

#### Strategy/Activity

Classified personnel support for English Learners to help them access the ELA curriculum

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,286	EIA Funds 2000-2999: Classified Personnel Salaries .5 FTE Instructional Assistant, ELD
5089	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries hourly classified support to assist EL's with reading or writing.
3118	Title III 1000-1999: Certificated Personnel Salaries Hourly certificated support to assist ELs and their families
1971	Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries Hourly certificated support for parent education

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

Teachers continue to collaborate in planning and delivery of excellent first instruction. Through data analysis of student progress, students will be identified for Tier 2 or Tier 3 interventions targeting ELA weaknesses.

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

In addition to the budgeted RTI and ELD staff, teachers plan during their Grade Level Meeting time and on their own time to meet this goal. This is not reflected in the budgeted expenditures.

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

Tier 1 interventions that can be implemented in the classroom will be identified and shared as best practices among teachers.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RtI) approach in elementary mathematics for students.

### Board of Education Goals

1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

### LCAP Goals

1. Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school through adult education readiness.
5. Provide all students access to technology in the classroom.

## Goal 2

72% of students will meet or exceed grade level standards in math. (3% growth)

## Identified Need

Providing targeted multi-tiered systems of support as needed in both in class interventions and pull out interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report Card grades	90% of TK-5th graders received grades indicating they met/exceeded grade level standards on 2018-19 3rd Trimester Report Cards.	TK-5th graders will maintain a commensurate level of performance.
BUSD Assessment scores	92% of K-5th graders scored met/exceeded grade level standards on 2018-19 BUSD End-of-Year assessment.	K-5th graders will maintain a commensurate level of performance.

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)

Identified students

Strategy/Activity

Small group intervention classes for students who are at risk of scoring below proficient.

**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)
15,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly certificated teachers to assist with operation of Power Hour program.
10,000.00	General Fund

**Strategy/Activity 2**

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

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

Targeted students based on formative assessment data

Strategy/Activity

Classified personnel support for English Learners to help them access the Math curriculum

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	EIA Funds 2000-2999: Classified Personnel Salaries .5 FTE Instructional Assistant, ELD
6,621	LCFF - Supplemental 2000-2999: Classified Personnel Salaries hourly classified support to assist EL's with reading or writing.

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

Teachers continue to collaborate in planning and delivery of excellent first instruction. Through data analysis of student progress, students will be identified for Tier 2 or Tier 3 interventions targeting math weaknesses.

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

In addition to the budgeted RTI and ELD staff, teachers plan during their Grade Level Meeting time and on their own time to meet this goal. This is not reflected in the budgeted expenditures.

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

Tier 1 interventions that can be implemented in the classroom will be identified and shared as best practices among teachers.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement

## LEA/LCAP Goal

Improve student learning and achievement for targeted subgroups of students.  
Improve student learning and achievement for all students.

### Board of Education Goals

1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

### LCAP Goals

1. Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school through adult education readiness.
5. Provide all students access to technology in the classroom.

## Goal 3

75% of students will participate in at least one school-based enrichment program or activity.

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

All students

Strategy/Activity

Weekly Parent/Family All Call/Email to notify of upcoming events and due dates

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,500

Source(s)

General Fund  
None Specified  
Technology and Parent Outreach

**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

Various clubs and organizations (Chorus, Student Council, Student Newspaper, Musical Revue, etc)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified  
None Specified  
Before/After School Student Clubs and Organizations

**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

School Community Events (in partnership with PTA and Booster Club) such as HP Night, Fall Festival, Movie Night, Parent/Child Events, etc

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified  
None Specified  
Events and Activities

## 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

Visual/Performing Arts Program (Ceramics, 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)

459.06

Source(s)

Donations  
0000: Unrestricted  
Supplies and Materials

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Extended curriculum will continue as participation is strong and the result shows general satisfaction.

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

No change.

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.

No change.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Conduct

## LEA/LCAP Goal

Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff

## Goal 4

Students who receive three or more behavior referrals will participate in an intervention program.

## Identified Need

Identify students who need additional services/assistance to improve their behavior

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number of students given positive rewards

Number of students referred for additional services

Number of students receiving additional services

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

Rewards and prizes for Office Treasure Box

### 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)
4,500	General Fund 0000: Unrestricted Student incentives

### 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

PeaceBuilders Program

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Character Education

### 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

Second Step Program

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified Social/Emotional Development Curriculum

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

Second Step and PeaceBuilders were the primary character education program implemented.

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

No change.

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.

No change.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Facilities

## LEA/LCAP Goal

Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff

## Goal 5

School facilities will be maintained with 75% satisfaction.

## Identified Need

Regular communication to maintain and improve the school facility  
Identify facility needs and communication that need to the facilities Department

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

Regular Custodial Mtgs

### 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)

5385.00

Source(s)

General Fund  
None Specified  
Staff Collaboration

## Strategy/Activity 2

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

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

Strategy/Activity

Custodial Supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

404.60

Source(s)

Unrestricted  
0000: Unrestricted  
Supplies

## Annual Review

**SPSA Year Reviewed: 2018-19**

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.

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

No change

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.

No change

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,643.66

## 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 III	\$3,118.00
Title III Immigrant Education Program	\$1,971.00

Subtotal of additional federal funds included for this school: \$5,089.00

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 (\$)
Donations	\$459.06
EIA Funds	\$13,286.00
General Fund	\$32,385.00
LCFF - Supplemental	\$56,020.00
Unrestricted	\$404.60

Subtotal of state or local funds included for this school: \$102,554.66

Total of federal, state, and/or local funds for this school: \$107,643.66

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Donations	459.06
EIA Funds	13,286.00
General Fund	32,385.00
LCFF - Supplemental	56,020.00
Title III	3,118.00
Title III Immigrant Education Program	1,971.00
Unrestricted	404.60

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,363.66
1000-1999: Certificated Personnel Salaries	43,299.00
2000-2999: Classified Personnel Salaries	24,996.00
4000-4999: Books And Supplies	10,000.00
5000-5999: Services And Other Operating Expenditures	6,100.00
None Specified	7,885.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Donations	459.06
2000-2999: Classified Personnel Salaries	EIA Funds	13,286.00

	General Fund	10,000.00
0000: Unrestricted	General Fund	4,500.00
4000-4999: Books And Supplies	General Fund	10,000.00
None Specified	General Fund	7,885.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,210.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,710.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,100.00
1000-1999: Certificated Personnel Salaries	Title III	3,118.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	1,971.00
0000: Unrestricted	Unrestricted	404.60

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,774.00
Goal 2	36,621.00
Goal 3	2,959.06
Goal 4	4,500.00
Goal 5	5,789.60

# 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
Carmella Jaramillo	Parent or Community Member
Candace Kregg	Parent or Community Member
Monica Coughlin	Classroom Teacher
Matthew Osmond	Principal
Kate Spencer	Parent or Community Member
Tiffany Root	Other School Staff
Natalie Samarge	Parent or Community Member
Carol Walcoff	Classroom Teacher
Rhonda Wright	Classroom Teacher
Krista Zampino	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 10, 2020.

Attested:



Principal, Matthew Osmond on November 5, 2020

SSC Chairperson, Krista Zampino on November 5, 2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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