



# 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
Howard Tanner Elementary	19648730108779	November 1, 2023	December 12, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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.

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.  
The SPSA is aligned to the following LCAP goals:  
Goal 1: Develop College and Career Culture

By the end of 23-24 school year 100% of 2nd-5th grade students and teachers will be implementing AVID strategies in the classroom as a means to prepare our students for college and career.

**Goal 2: Support High Quality Teaching and Learning with State Standards**

During 23-24 100% of students in K-5 will receive high quality teaching and learning, ensuring 100% of lessons are CA standards-based and aligned to best practices for English Language Arts, Mathematics, English Language Development, Science, and Social Studies.

**Goal 3: Create a Positive School Climate and Environments Conducive to Learning**

During 23-24 school year K-5 students, teachers, and staff will work toward full MTSS implementation and other schoolwide best practices to support a positive school climate and school environment conducive to learning.

**Goal 4: Develop Parent and Community Partnerships**

During 23-24 school year Tanner K-5 will develop clear lines of communication to engage parents and community in every scholar's education, ensuring activities and events conducive to developing parent and community partnerships.

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# Educational Partner Involvement

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

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

9/13/22 School Site Council and ELAC met to review SPSA, working on fine tuning goals and working with the budget  
10/17/22 School Site Council met to update budget and approve SPSA current draft. Members voted to approve the SPSA.  
11/28/22 SSC reviewed intended resources, after school interventions and supports  
1/23/23 SSC reviewed and approved Comprehensive School Safety Plan and GATE programs and resources, including specialized field trips  
2/28/23 SSC reviewed budget used for incentives for March Madness and went over LCAP Parent Survey results  
3/28/23 SSC discussed the addition of LCAP 5 to align with District goals or embed it into LCAP Goals 1-4 currently in place  
4/25/23 SSC had the LCAP presentation, DELAC representative went over notes for Tanner's goals for ELs  
6/12-15/23 Leadership team and additional committees met to review our ATSI plan for next steps in 23-24 SY for subgroups in the areas of ELA, Math, Chronic Absenteeism  
8/14/23 reviewed ATSI plan with teachers  
9/26/23 School Site Council met to review goals for the year  
10/24/23 SSC went over analysis of goals 1-4  
11/1/23 SSC went over bylaws because new members were added, SPSA discussed for Goal 1 (AVID budget)

## Resource Inequities

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

According to our needs assessment there are a few resource inequities identified:  
We want to be able to implement AVID strategies schoolwide. One of the hindrances to achieve this goal is that not all of our staff has been trained in AVID best practices. Currently we have 9 out of 20 teachers who have attended Summer Institute. In addition to AVID professional development, we also identified the need for staff development on how to teach and support our GATE identified students.  
Another needed professional development is continuous training/collaboration in First Best Instruction. We started this journey last year and hope to continue improving this year and include our new teachers in this journey.  
As we delve into our social and emotional needs and understanding of this matter, we identified the need for professional development in Cultural Proficiency to help with disparities between how each staff member handles students' social emotional needs.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0.22%		1	1
African American	5.5%	5.59%	6.28%	26	28	29
Asian	%	0.20%	0.43%		1	2
Filipino	0.2%	0.40%	0.22%	1	2	1
Hispanic/Latino	93.1%	93.21%	92.42%	443	467	427
Pacific Islander	0.4%	0.20%	0%	2	1	0
White	0.2%	%	0.22%	1	0	1
Multiple/No Response	0.6%	0.20%	0.22%	3	1	1
<b>Total Enrollment</b>				476	501	462

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	86	107
Grade 1	71	62	77
Grade 2	73	122	69
Grade 3	70	82	75
Grade 4	90	58	65
Grade 5	92	91	69
<b>Total Enrollment</b>	476	501	462

### Conclusions based on this data:

1. Student enrollment declined from 21-22 to 22-23 SY by 39 students; we had Virtual Academy at this time so a portion of these students were online. Once our students had to be back in person, enrollment went down.
2. Our current enrollment data for 23-24 is at 460 students, a decline of 2 students from 22-23 SY.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	185	197	189	38.9%	39.3%	40.9%
Fluent English Proficient (FEP)	87	83	52	18.3%	16.6%	11.3%
Reclassified Fluent English Proficient (RFEP)	8	4	14	4.3%	2.03%	7.4%

### Conclusions based on this data:

1. The number of ELs decreased from 21-22 to 22-23 by 8 students. Currently, for the 23-24 we have 115 students in 1st-5th in Designated English Language Development
2. Thirty-three LTEL's remained at the same EL level after the 22-23 ELPAC. Seven of our current ELs digressed by one level.

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	81	76	66	80	74	66	80	74	94.3	98.8	97.4
Grade 4	87	57	63	85	57	62	85	57	62	97.7	100.0	98.4
Grade 5	91	89	67	87	87	66	87	87	66	95.6	97.8	98.5
All Grades	248	227	206	238	224	202	238	224	202	96.0	98.7	98.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2340.	2382.	2372.	1.52	18.75	12.16	12.12	13.75	10.81	27.27	17.50	33.78	59.09	50.00	43.24
Grade 4	2401.	2407.	2437.	4.71	7.02	11.29	17.65	14.04	19.35	27.06	28.07	32.26	50.59	50.88	37.10
Grade 5	2444.	2493.	2449.	8.05	14.94	6.06	19.54	28.74	16.67	26.44	31.03	25.76	45.98	25.29	51.52
All Grades	N/A	N/A	N/A	5.04	14.29	9.90	16.81	19.64	15.35	26.89	25.45	30.69	51.26	40.63	44.06

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	4.55	17.50	14.86	42.42	51.25	54.05	53.03	31.25	31.08	
Grade 4	5.88	5.26	9.68	61.18	61.40	61.29	32.94	33.33	29.03	
Grade 5	5.75	10.34	7.58	58.62	66.67	56.06	35.63	22.99	36.36	
All Grades	5.46	11.61	10.89	55.04	59.82	56.93	39.50	28.57	32.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	15.00	6.76	40.91	38.75	44.59	56.06	46.25	48.65
Grade 4	4.71	0.00	9.68	54.12	63.16	64.52	41.18	36.84	25.81
Grade 5	9.20	12.64	4.55	41.38	74.71	63.64	49.43	12.64	31.82
All Grades	5.88	10.27	6.93	45.80	58.93	56.93	48.32	30.80	36.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.55	3.75	1.35	65.15	73.75	77.03	30.30	22.50	21.62
Grade 4	7.06	7.02	8.06	69.41	71.93	72.58	23.53	21.05	19.35
Grade 5	5.75	6.90	6.06	87.36	79.31	71.21	6.90	13.79	22.73
All Grades	5.88	5.80	4.95	74.79	75.45	73.76	19.33	18.75	21.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.52	7.50	9.46	59.09	65.00	52.70	39.39	27.50	37.84
Grade 4	4.71	3.51	8.06	70.59	75.44	72.58	24.71	21.05	19.35
Grade 5	9.20	14.94	4.55	57.47	66.67	62.12	33.33	18.39	33.33
All Grades	5.46	9.38	7.43	62.61	68.30	61.88	31.93	22.32	30.69

**Conclusions based on this data:**

- 98% of our 3rd-5th graders completed the 22-23 ELA CAASPP
- Overall achievement rates for our student cohorts (3rd graders in 20-21...5th graders in 22-23) increased for Exceed and Met; 20-21 13.64%; 21-22 at 21.06%; 22-23 at 22.73%

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	81	76	70	80	75	70	80	75	100.0	98.8	98.7
Grade 4	87	56	62	84	56	62	83	56	62	96.6	100.0	100.0
Grade 5	91	89	67	87	88	67	87	88	67	95.6	98.9	100.0
All Grades	248	226	205	241	224	204	240	224	204	97.2	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2346.	2382.	2388.	0.00	12.50	2.67	12.86	16.25	22.67	22.86	25.00	29.33	64.29	46.25	45.33
Grade 4	2407.	2405.	2437.	3.61	1.79	9.68	15.66	7.14	19.35	22.89	39.29	35.48	57.83	51.79	35.48
Grade 5	2412.	2452.	2447.	0.00	7.95	7.46	6.90	7.95	10.45	24.14	27.27	22.39	68.97	56.82	59.70
All Grades	N/A	N/A	N/A	1.25	8.04	6.37	11.67	10.71	17.65	23.33	29.46	28.92	63.75	51.79	47.06

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	0.00	17.50	9.33	34.29	35.00	38.67	65.71	47.50	52.00	
Grade 4	7.23	1.79	12.90	28.92	26.79	38.71	63.86	71.43	48.39	
Grade 5	3.45	6.82	10.45	29.89	37.50	44.78	66.67	55.68	44.78	
All Grades	3.75	9.38	10.78	30.83	33.93	40.69	65.42	56.70	48.53	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.71	12.50	10.67	34.29	35.00	49.33	60.00	52.50	40.00
Grade 4	4.82	5.36	6.45	53.01	42.86	64.52	42.17	51.79	29.03
Grade 5	1.15	5.68	4.48	36.78	54.55	35.82	62.07	39.77	59.70
All Grades	3.75	8.04	7.35	41.67	44.64	49.51	54.58	47.32	43.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.43	12.50	6.67	60.00	51.25	69.33	38.57	36.25	24.00
Grade 4	7.23	3.57	12.90	45.78	62.50	59.68	46.99	33.93	27.42
Grade 5	0.00	4.55	4.48	52.87	57.95	52.24	47.13	37.50	43.28
All Grades	2.92	7.14	7.84	52.50	56.70	60.78	44.58	36.16	31.37

**Conclusions based on this data:**

1. 99.5% of our 3rd-5th graders completed the 22-23 CAASPP Mathematics, an increase of .4% from 21-22.
2. The student cohorts (3rd graders in 20-21 going up to being 5th graders in 22-23) who performed at Exceed or Met dipped between 20-21 and 21-22 but overall went up by SY22-23; M/E 20-21 3rd Graders at 12.86%, 21-22 4th Graders at 8.93%, 22-23 5th Graders at 17.91%
3. Students at % At or Near Standard make up half or more than half of the 3rd-5th so there is definitely room for growth.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1416.1	1417.2	1410.1	1434.9	1428.3	1426.6	1372.2	1390.8	1371.6	43	32	25
<b>1</b>	1433.7	1443.3	1439.3	1456.7	1463.8	1462.1	1410.2	1422.2	1416.0	24	33	27
<b>2</b>	1448.5	1458.9	1473.9	1459.1	1463.2	1468.7	1437.4	1454.1	1478.8	34	34	33
<b>3</b>	1475.7	1493.5	1464.7	1478.1	1501.9	1465.7	1472.8	1484.5	1463.1	28	37	27
<b>4</b>	1497.4	1502.2	1521.1	1486.9	1509.7	1519.6	1507.3	1494.2	1522.5	28	25	27
<b>5</b>	1518.3	1532.5	1547.8	1506.0	1527.8	1556.4	1530.0	1536.7	1538.6	20	26	30
<b>All Grades</b>										177	187	169

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.65	12.50	4.00	46.51	25.00	20.00	37.21	40.63	64.00	11.63	21.88	12.00	43	32	25
<b>1</b>	4.17	0.00	3.70	25.00	39.39	18.52	37.50	39.39	62.96	33.33	21.21	14.81	24	33	27
<b>2</b>	2.94	5.88	3.03	29.41	29.41	54.55	47.06	47.06	27.27	20.59	17.65	15.15	34	34	33
<b>3</b>	0.00	8.11	3.70	25.00	43.24	25.93	67.86	43.24	44.44	7.14	5.41	25.93	28	37	27
<b>4</b>	7.14	4.00	25.93	35.71	56.00	48.15	46.43	40.00	25.93	10.71	0.00	0.00	28	25	27
<b>5</b>	10.00	7.69	23.33	35.00	76.92	50.00	50.00	11.54	26.67	5.00	3.85	0.00	20	26	30
<b>All Grades</b>	4.52	6.42	10.65	33.90	43.32	37.28	46.89	37.97	40.83	14.69	12.30	11.24	177	187	169

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.28	9.38	12.00	55.81	34.38	28.00	18.60	43.75	52.00	9.30	12.50	8.00	43	32	25
<b>1</b>	33.33	21.21	22.22	20.83	48.48	40.74	33.33	24.24	29.63	12.50	6.06	7.41	24	33	27
<b>2</b>	2.94	17.65	3.03	52.94	32.35	57.58	38.24	41.18	33.33	5.88	8.82	6.06	34	34	33
<b>3</b>	3.57	32.43	22.22	75.00	54.05	40.74	10.71	13.51	18.52	10.71	0.00	18.52	28	37	27
<b>4</b>	14.29	24.00	51.85	46.43	76.00	29.63	32.14	0.00	18.52	7.14	0.00	0.00	28	25	27
<b>5</b>	20.00	34.62	60.00	60.00	61.54	40.00	20.00	0.00	0.00	0.00	3.85	0.00	20	26	30
<b>All Grades</b>	14.12	22.99	28.40	52.54	49.73	40.24	25.42	21.93	24.85	7.91	5.35	6.51	177	187	169

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.30	9.38	4.00	20.93	9.38	4.00	32.56	37.50	68.00	37.21	43.75	24.00	43	32	25
<b>1</b>	4.17	0.00	3.70	12.50	30.30	0.00	37.50	24.24	44.44	45.83	45.45	51.85	24	33	27
<b>2</b>	5.88	2.94	3.03	23.53	26.47	51.52	41.18	23.53	21.21	29.41	47.06	24.24	34	34	33
<b>3</b>	0.00	5.41	3.70	7.14	24.32	7.41	64.29	45.95	37.04	28.57	24.32	51.85	28	37	27
<b>4</b>	7.14	4.00	7.41	17.86	16.00	33.33	50.00	44.00	51.85	25.00	36.00	7.41	28	25	27
<b>5</b>	5.00	7.69	16.67	30.00	30.77	10.00	60.00	53.85	60.00	5.00	7.69	13.33	20	26	30
<b>All Grades</b>	5.65	4.81	6.51	18.64	22.99	18.93	45.76	37.43	46.15	29.94	34.76	28.40	177	187	169

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	18.60	21.88	12.00	74.42	62.50	76.00	6.98	15.63	12.00	43	32	25
<b>1</b>	25.00	30.30	34.62	62.50	66.67	65.38	12.50	3.03	0.00	24	33	26
<b>2</b>	2.94	8.82	15.15	82.35	79.41	78.79	14.71	11.76	6.06	34	34	33
<b>3</b>	3.57	48.65	8.33	82.14	40.54	62.50	14.29	10.81	29.17	28	37	24
<b>4</b>	28.57	36.00	47.83	64.29	64.00	52.17	7.14	0.00	0.00	28	25	23
<b>5</b>	20.00	15.38	32.00	70.00	80.77	68.00	10.00	3.85	0.00	20	26	25
<b>All Grades</b>	15.82	27.27	24.36	73.45	64.71	67.95	10.73	8.02	7.69	177	187	156

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.95	9.38	16.00	81.40	71.88	60.00	4.65	18.75	24.00	43	32	25
<b>1</b>	20.83	12.12	23.08	70.83	81.82	69.23	8.33	6.06	7.69	24	33	26
<b>2</b>	8.82	26.47	32.26	79.41	64.71	61.29	11.76	8.82	6.45	34	34	31
<b>3</b>	25.00	45.95	23.08	67.86	51.35	65.38	7.14	2.70	11.54	28	37	26
<b>4</b>	14.29	36.00	51.85	75.00	64.00	48.15	10.71	0.00	0.00	28	25	27
<b>5</b>	60.00	61.54	90.00	40.00	34.62	10.00	0.00	3.85	0.00	20	26	30
<b>All Grades</b>	20.90	31.02	40.61	71.75	62.03	51.52	7.34	6.95	7.88	177	187	165

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	2.33	9.38	4.00	76.74	62.50	84.00	20.93	28.13	12.00	43	32	25
<b>1</b>	8.33	3.03	3.85	37.50	42.42	30.77	54.17	54.55	65.38	24	33	26
<b>2</b>	8.82	8.82	19.35	58.82	55.88	58.06	32.35	35.29	22.58	34	34	31
<b>3</b>	0.00	0.00	4.35	46.43	56.76	34.78	53.57	43.24	60.87	28	37	23
<b>4</b>	7.14	4.00	8.70	53.57	52.00	78.26	39.29	44.00	13.04	28	25	23
<b>5</b>	10.00	7.69	20.00	70.00	76.92	56.00	20.00	15.38	24.00	20	26	25
<b>All Grades</b>	5.65	5.35	10.46	58.76	57.22	56.86	35.59	37.43	32.68	177	187	153

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.91	15.63	8.00	25.58	37.50	48.00	46.51	46.88	44.00	43	32	25
<b>1</b>	4.17	3.03	3.85	50.00	63.64	57.69	45.83	33.33	38.46	24	33	26
<b>2</b>	5.88	5.88	18.18	58.82	50.00	60.61	35.29	44.12	21.21	34	34	33
<b>3</b>	3.57	13.51	7.41	82.14	75.68	66.67	14.29	10.81	25.93	28	37	27
<b>4</b>	3.57	16.00	11.11	85.71	64.00	85.19	10.71	20.00	3.70	28	25	27
<b>5</b>	5.00	26.92	23.33	90.00	69.23	73.33	5.00	3.85	3.33	20	26	30
<b>All Grades</b>	10.17	12.83	12.50	61.02	59.89	65.48	28.81	27.27	22.02	177	187	168

**Conclusions based on this data:**

1. The number of students having to test for ELPAC decreased from 21-22 to 22-23.
2. Overall level 4s have increased with each school year; 4.52 to 6.42 to 10.65. Students in Level 1 decreased by year; our Level 2 increased, but our Level 3 decreased. We were hoping for a steady decrease in level 1 and level 2 with an increase in level 3.
3. Thirty-three LTEL's remained at the same EL level after the 22-23 ELPAC. Seven of our current ELs digressed by one level.

# 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

College and Career Readiness

## LEA/LCAP Goal

Develop a College and Career Culture

## Goal 1

By the end of 23-24 school year 100% of 2nd-5th grade students and teachers will be implementing AVID strategies in the classroom as a means to prepare our students for college and career. AVID strategies and best practices will be implemented and reinforced throughout core subjects in connection with specific grade level FBI goals and actions.

## Identified Need

Upper grade needs a consistent and strategic plan to implement schoolwide strategies aligning them to college and career readiness. By training teachers and staff leads with AVID strategies we can achieve the cohesiveness needed beginning with 2nd-5th for the 23-24 school year and adding 1st and Kinder for the 24-25 school year. Our desired outcome is for the training teachers receive will increase pedagogy knowledge and transfer into higher academic scores, as defined by the end of year summative assessments, iReady, ELPAC, CAST, and CAASPP.

For the 22-23 English Language Arts CAASPP scores:

23% of our 3rd graders (current 4th graders) Met or Exceeded standards

29% of our 4th graders (current 5th graders) Met or Exceeded standards

23% of our outgoing 5th graders (current 6th graders) Met or Exceeded standards

For the 22-23 Mathematics CAASPP scores:

25% of our 3rd graders (current 4th graders) Met or Exceeded standards

29% of our 4th graders (current 5th graders) Met or Exceeded standards

18% of our outgoing 5th graders (current 6th graders) Met or Exceeded standards

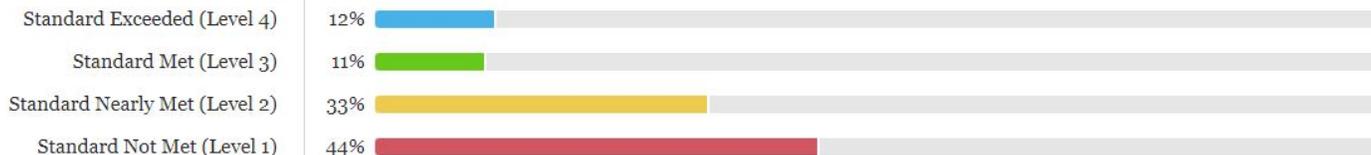
### G3 Grade 3 ELA Summative

Overall Claim

Average Scale Score  
for **75** results

**2371** ± 11<sup>0</sup>

#### Student Score Distribution



Show Results ▾

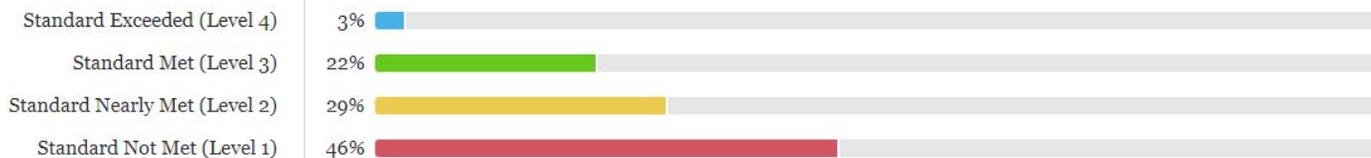
### G3 Grade 3 Math Summative

Overall Claim

Average Scale Score  
for **76** results

**2387** ± 8<sup>0</sup>

#### Student Score Distribution



Show Results ▾

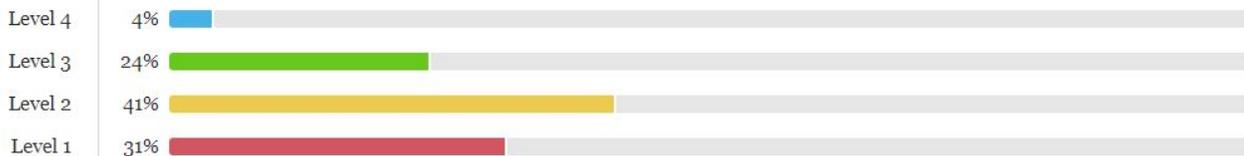
### G3 Grade 3 Summative ELPAC

Overall Composite Domain

Average Scale Score  
for **29** results

**1462** ± 7<sup>0</sup>

#### Student Score Distribution



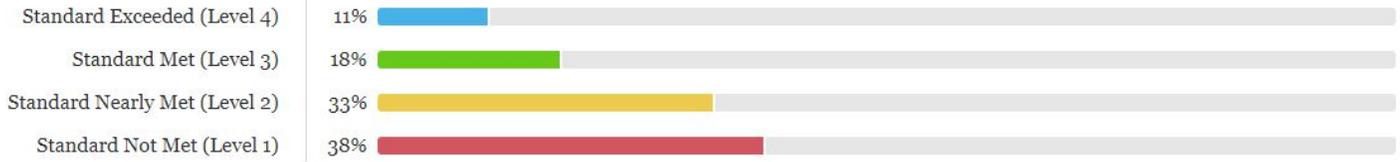
### G4 Grade 4 ELA Summative

Overall Claim

Average Scale Score  
for **66** results

**2437** ± 10<sup>0</sup>

#### Student Score Distribution



Show Results ▼

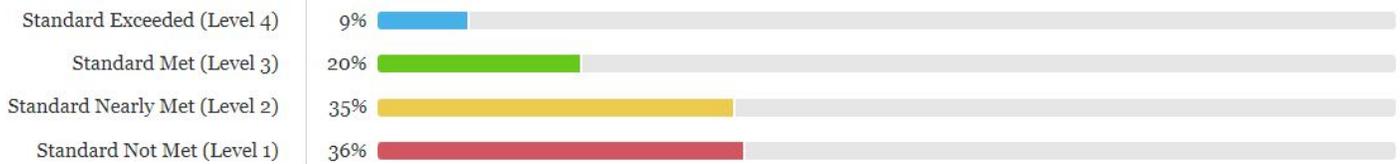
### G4 Grade 4 Math Summative

Overall Claim

Average Scale Score  
for **65** results

**2438** ± 10<sup>0</sup>

#### Student Score Distribution



Show Results ▼

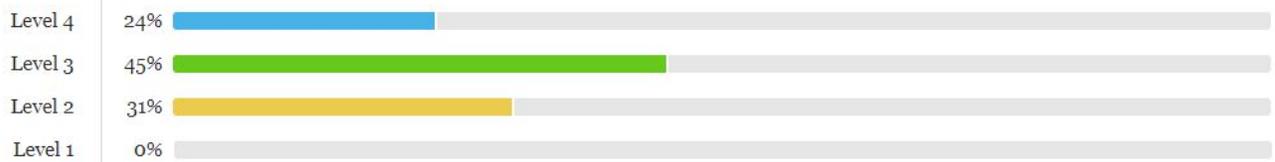
### G4 Grade 4 Summative ELPAC

Overall Composite Domain

Average Scale Score  
for **29** results

**1518** ± 6<sup>0</sup>

#### Student Score Distribution



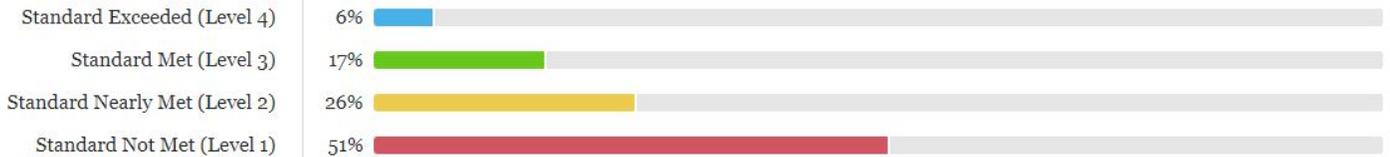
### G5 Grade 5 ELA Summative

Overall Claim

Average Scale Score  
for 66 results

2450 ± 10<sup>1</sup>

#### Student Score Distribution



Show Results ▾

### G5 Grade 5 Math Summative

Overall Claim

Average Scale Score  
for 67 results

2447 ± 9<sup>1</sup>

#### Student Score Distribution



Show Results ▾

### G5 Grade 5 Summative ELPAC

Overall Composite Domain

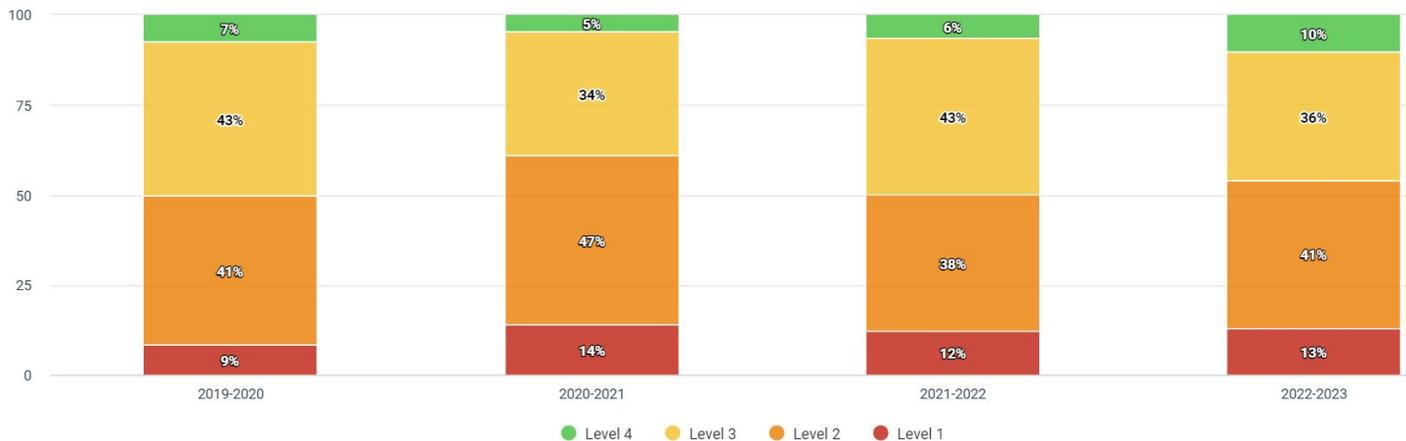
Average Scale Score  
for 30 results

1548 ± 10<sup>0</sup>

#### Student Score Distribution



ELPAC Overall Performance Level



## Annual Measurable Outcomes

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)

Student groups in ATSI Plan

**Strategy/Activity**

Professional Development provided by Tanner AVID Lead during D-Days and ROAR Extension Mondays (time set aside to delve deeper into strategies and best practices, allowing time for teacher collaboration).

Kinder and First grade will be part of the AVID Summer Institute.

Opportunities for professional development will be provided for all teachers to increase instructional knowledge and to continue to provide quality education daily. This will include online and in person workshops, additional collaboration time with colleagues, possible travel and conferences and time with Academic Coach.

**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)
45,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810-AVID conferences and training sessions including teacher expenses
5,000	LCAP 5800: Professional/Consulting Services And Operating Expenditures Goal 11740: AVID Program PD, contracts, materials, & field trips
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810:LACOE professional development for continuous AVID staff development
14,528	LCAP 1000-1999: Certificated Personnel Salaries Goal 11695: 2.09.03-B Academic Intervention Collab (Extra Hrs).

	Extra duty pay for ROAR Extension and other professional development opportunities
3,654	LCAP 3000-3999: Employee Benefits Goal 11695: 2.09.03-B Academic Intervention Collab (Extra Hrs). Extra duty pay for ROAR Extension and other professional development opportunities

**Strategy/Activity 2**

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

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

All Students

**Strategy/Activity**

The Academic Coach will provide professional development, resources, coaching cycles, and opportunities to collaborate and work with her, by grade level, to all teachers using Wonders and Supplemental materials aligned with the ELA and Mathematics State Standards and district guidelines. In addition, she will provide opportunities to participate in co-teaching lessons, demonstration lessons and implementation of district aligned curriculum on a consistent basis.

**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)
192,668	LCAP 1000-1999: Certificated Personnel Salaries Goal 11100: Academic Coach Salary plus Benefits

**Strategy/Activity 3**

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

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

Student groups in ATSI Plan

**Strategy/Activity**

Provide a variety of supplemental opportunities (ex. Virtual and In-Person Assemblies and workshops, Academic ELA Programs.) and on-site opportunities for hands-on learning and before or after school intervention and homework help classes.

**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)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra duty pay for after school tutoring and homework club
6,542	LCAP 5800: Professional/Consulting Services And Operating Expenditures Goal 11700: Prof Dev K-5 GATE Program

#### Strategy/Activity 4

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

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

Students groups in ATSI plan

##### Strategy/Activity

Library Technician and Computer Instructional Aide will provide instructional support and additional resources for ELA and ELD.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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#### Strategy/Activity 5

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

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

English Language Learners

##### Strategy/Activity

Provide interventions and supports to ensure English Language Learners, specifically Long Term English Learners, Levels 1-4, exit out of English Language Development by passing the ELPAC and being reclassified, allowing them to be included in different electives and classes once out of Designated ELD.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I

	2000-2999: Classified Personnel Salaries Extra hours for tutoring sessions
5,813	Title I 4000-4999: Books And Supplies
3,000	Title I 4000-4999: Books And Supplies

## Strategy/Activity 6

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

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

English Language Learners, McKinney Vento, Black, Foster Youth subgroups

### Strategy/Activity

Instructional aides to provide interventions and supports to all subgroups during ROAR Time (Raising Our Academic Readiness)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 2000-2999: Classified Personnel Salaries Personnel providing interventions and supports
5,000.00	Title I 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

First Best Instruction was introduced and implemented in stages, per trimester. This was done for K-5 for three categories- Purposeful Learning, Meaningful Academic Tasks, AVID

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

\*The plan for 22-23 was to have intervention subs to support with interventions but that did not come to fruition (staffing reasons). For Designated ELD we had our support staff, Intervention teacher, Academic Coach, and TOSA, work with our Level 1 students but this did not prove to be sustainable because of the numbers in 23-24.

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.

For the 23-24 school year our goal is to have every teacher and support staff attend the AVID Summer Institute. This is different from last year as only 2nd grade went to the training. Our desired outcome is that once K-5 is fully trained then we can begin to implement the agreed-upon strategies in every classroom.

For 23-24 we intend on utilizing instructional aides to provide push-in supports for tier 2 and tier 3 instruction.

# 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

High Quality Education

## LEA/LCAP Goal

Support High Quality Teaching and Learning with State Standards

## Goal 2

During 23-24 100% of students in K-5 will receive high quality teaching and learning, ensuring 100% of lessons are CA standards-based and aligned to best practices for English Language Arts, Mathematics, English Language Development, Science, and Social Studies.

## Identified Need

Growth is needed in schoolwide cohesiveness of best first instruction, full understanding of tier, leveled, differentiated instructions, and full understanding and implementation of designated English Language Development. According to the 22-23 CAASPP 26% of our 3rd-5th graders Met/Exceeded in ELA and 22% Met/Exceeded in Math. Our ELPAC scores show an overall 8% of the 158 ELLs tested at proficiency. According to our Diagnostic 1 i-Ready we have students at 16% ELA and 5% Math in tier 1.

# 2022-23 Smarter Balanced Performance Summary

## ELA (Summative): All Grades

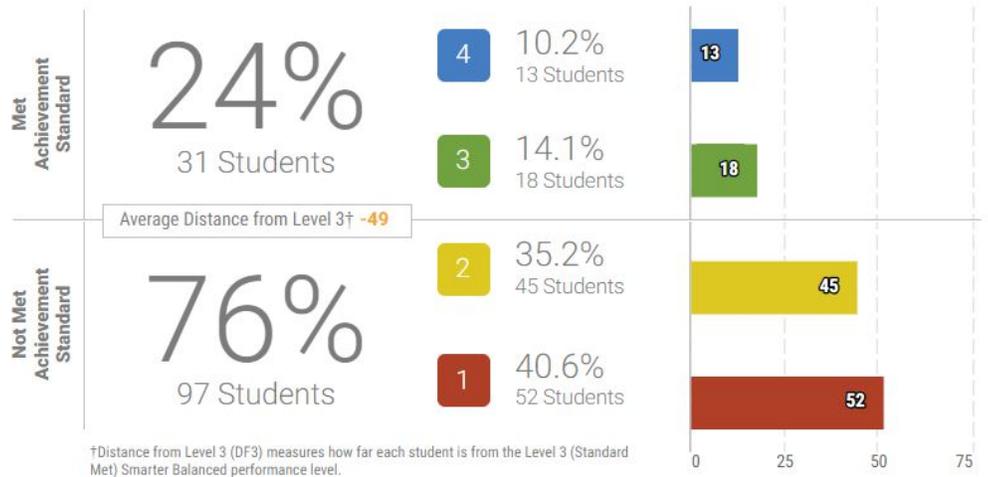
Site: **Tanner School**  
 Roster Date: **Control Panel (10-23-2023)**  
 Grades: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **All**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Overall Performance: 128 students



# 2022-23 Smarter Balanced Performance Summary

## Math (Summative): All Grades

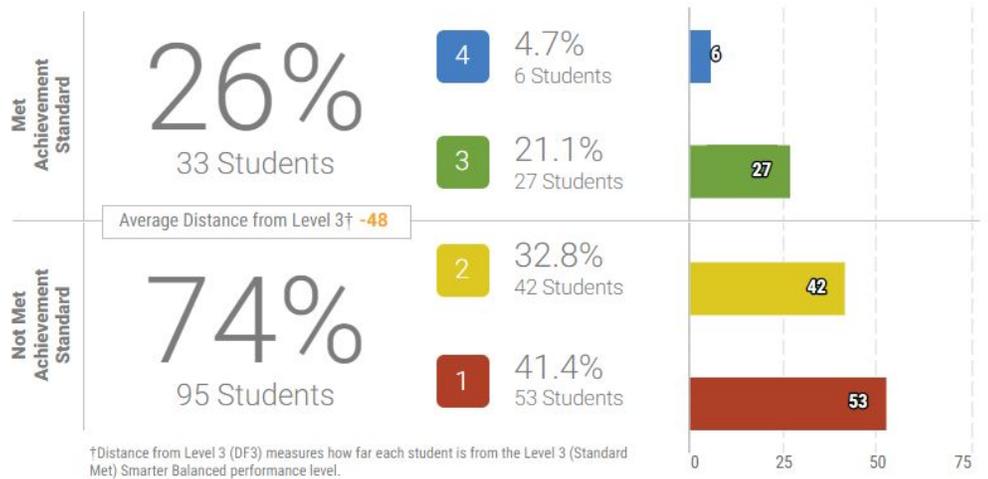
Site: **Tanner School**  
 Roster Date: **Control Panel (10-23-2023)**  
 Grades: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **All**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

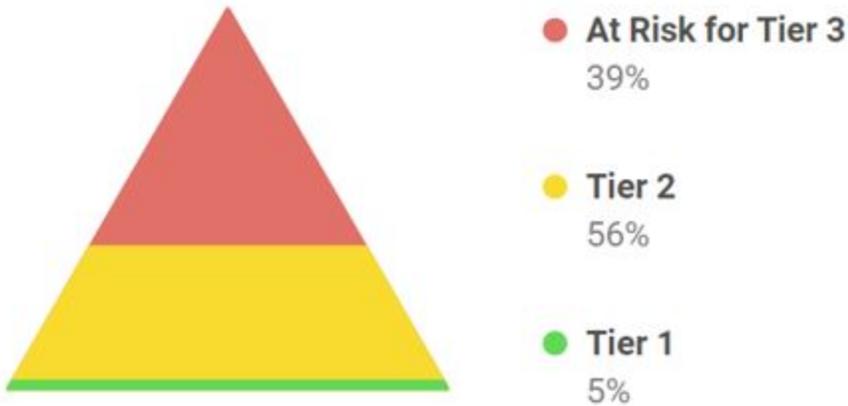
### Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

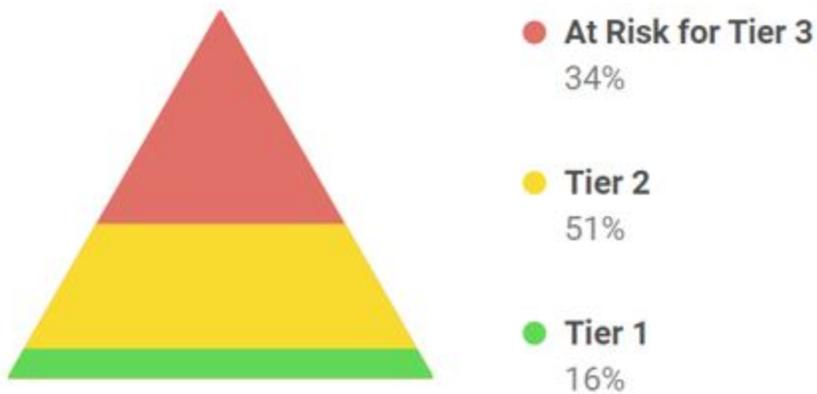
### Overall Performance: 128 students



## MATHEMATICS iReady Diagnostic 1 Administered August 2023:



## READING iReady Diagnostic 1 Administered August 2023:



### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-5th Grades: SBAC scores for ELA	<p>22-23 ELA Exceed: 10.2% (13 students) Met: 14.1% (18 students) Nearly Met: 35.2% (45 students) Not Met: 40.6% (52 students)</p> <p>21-22 ELA 14.8% Exceed (18 students), 11.5% Met (14 students), 23.8% Nearly Met (29 students),</p>	<p>2023-24 will show an increase for ELA in the Met/Exceed from 25% to 35%</p> <p>2023-24 will show a decrease for ELA in the Not Met category from 41% to 30%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	50% Not Met (61 students)	
3rd-5th Grades: SBAC scores for Mathematics	<p>22-23 MATH            Exceed: 4.7% (6 students)            Met: 21.1% (27 students)            Nearly Met: 32.8% (42 students)            Not Met: 41.4% (53 students)</p> <p>21-22 Math            7.4% Exceed (9 students)            14.8% Met (18 students)            32.0% Nearly Met (39 students)            45.9% Not Met (56 students)</p>	<p>2023-24 will show an increase to Met/Exceed from 25% to 30% in Mathematics</p> <p>2023-24 will show a decrease for MATH in the Not Met category from 41% to 30%</p>
ELPAC scores for K-5	<p>21-22 Overall Scores            Level 4: 6% (10 students)            Level 3: 40% (63 students)            Level 2: 39% (62 students)            Level 1: 15% (23 students)</p>	<p>Students that can be reclassified by December 2022 will reclassify</p> <p>2023-24 will show an increase by 10% movement to Level 4 placement, with 75% of our current Level 3 students achieving RFEP status</p>
iReady Diagnostic 1	<p>23-24 Diagnostic 1            ELA:            Tier 1: 16%            Tier 2: 51%            Tier 3: 34%</p> <p>MATH:            Tier 1: 5%            Tier 2: 56%            Tier 3: 39%</p> <p>22-23:            ELA: 15% Tier 1, 48% Tier 2, 37% Tier 3            Math: 4% Tier 1, 54% Tier 2, 42% Tier 3</p>	<p>Diagnostic 2 and 3 will show growth in Tier 1 by 10% in ELA and Mathematics, moving the tiers to at least 26% in ELA and 15% in Math</p>

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

## Strategy/Activity 1

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

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

Student groups in our ATSI Plan

### Strategy/Activity

The Academic Coach will provide professional development, resources, opportunities to collaborate, opportunities for coaching cycles and demonstrations of CGI model lessons. In addition, the academic coach will support implementation of strategies learned with all teachers, using district Math curriculum, resources and supplemental materials aligned with the Math State Standards and district guidelines.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

Student groups in our ATSI Plan

### Strategy/Activity

Grade Level teachers will complete a full implementation of consistent instructional math routines, consistency in inquiry-based lesson planning and use of the curriculum guide. Opportunities for professional development will be provided for all teachers to increase instructional knowledge, and allow for continual, updated, quality educational instruction daily. This will include workshops both via zoom, and in person, additional collaboration time with colleagues, opportunities for demonstration lessons, and time to work with the academic coach and/or district support personnel will also be provided (included but not limited to Getting Reading Right training sessions)

### 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)

8,408.00

LCAP  
1000-1999: Certificated Personnel Salaries  
Collaboration Extra Hours for Teachers

Title I  
5700-5799: Transfers Of Direct Costs  
Printing materials for intervention groups-  
Phonological Awareness, after-school tutoring

for EL, Tier 3 subgroups, HW club interventions, etc.

### Strategy/Activity 3

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

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

Student groups in our ATSI Plan, GATE, SpEd, and EL subgroups

#### Strategy/Activity

Principal will purchase supplemental resources and materials, such as manipulatives, online programs and supplemental books, to support all student learning, including GATE, ELD and Special Needs learners. This will include, but is not limited to, programs such as Next Gen Math/RSP reading software and the making available the technology needed to run these programs effectively (including printers, computers, hardware).

#### 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)

10,000

Title I  
4000-4999: Books And Supplies  
4340: Software and Related Resources-  
NextGenMath subscription

2,000

Title I  
4000-4999: Books And Supplies  
4340: Software and Related Resources for  
SpEd RSP students

### Strategy/Activity 4

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

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

All Students K-5 English Language Learners and K-5 Students Needing Tier 3 Supports, including subgroups in our ATSI plan

#### Strategy/Activity

Daily interventions provided for 3rd-5th graders in the areas of Reading and Mathematics by Intervention teachers. Students qualified for interventions according to iReady diagnostic data and benchmark scores.

TOSA to develop and implement intervention and English Language Development strategies and lessons to aid in improving Tier 2, 3 and ELL level 1 supports. TOSA will work closely with teachers teaching students in ELD Level 3 to progress monitor and ensure we are providing the needed resources for students to reclassify at the end of year ELPAC.

Instructional aides will continue to provide small group instruction in foundational skills and reading comprehension as both a push-in and pull-out Tier 2 and Tier 3 intervention.

MTSS- Academics: providing interventions and supports to implement MTSS- Academics in K-5 (TOSA to lead)

**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)
	ESSER III 1000-1999: Certificated Personnel Salaries Intervention Teacher for Reading support in 3rd-5th grade
	ESSER III 1000-1999: Certificated Personnel Salaries Intervention Teacher for Mathematics support in 3rd-5th grade
	General Fund 1000-1999: Certificated Personnel Salaries Teacher on Special Assignment
25,000	Title I 2000-2999: Classified Personnel Salaries 2130: Instructional Aide Sal-Hourly/Daily
3,271	LCAP 4000-4999: Books And Supplies MTSS-Academics supplies and materials for training, etc.

**Strategy/Activity 5**

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

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

Students part of the ATSI plan

**Strategy/Activity**

Provide supplemental help at least two times per week for student subgroups, during intervention push-in and afterschool tutoring.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCAP 1000-1999: Certificated Personnel Salaries

Goal 11695-1170: Teachers extra duty for after-school targeted interventions

LCAP  
3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

In 22-23 Tanner saw a humble increase in student academic achievement as determined by state assessments. Systems were put in place and our desired outcome is to utilize the knowledge from professional development to improve in First Best Instruction implementation, implement Getting Reading Right best practices in K-5, and achieve cohesiveness in AVID best practices schoolwide.

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

We intended to have Homework Club along with other tutoring after school interventions but this did not come to fruition. Teachers were not able to stay after school to work with students. The addition of ELO-P after school clubs proved to be beneficial as we were able to provide students with after school resources.

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.

For 23-24 we will add Getting Reading Right as part of our ATSI plan to improve student achievement. Most teachers have been trained in GRR.

# 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

School Climate

## LEA/LCAP Goal

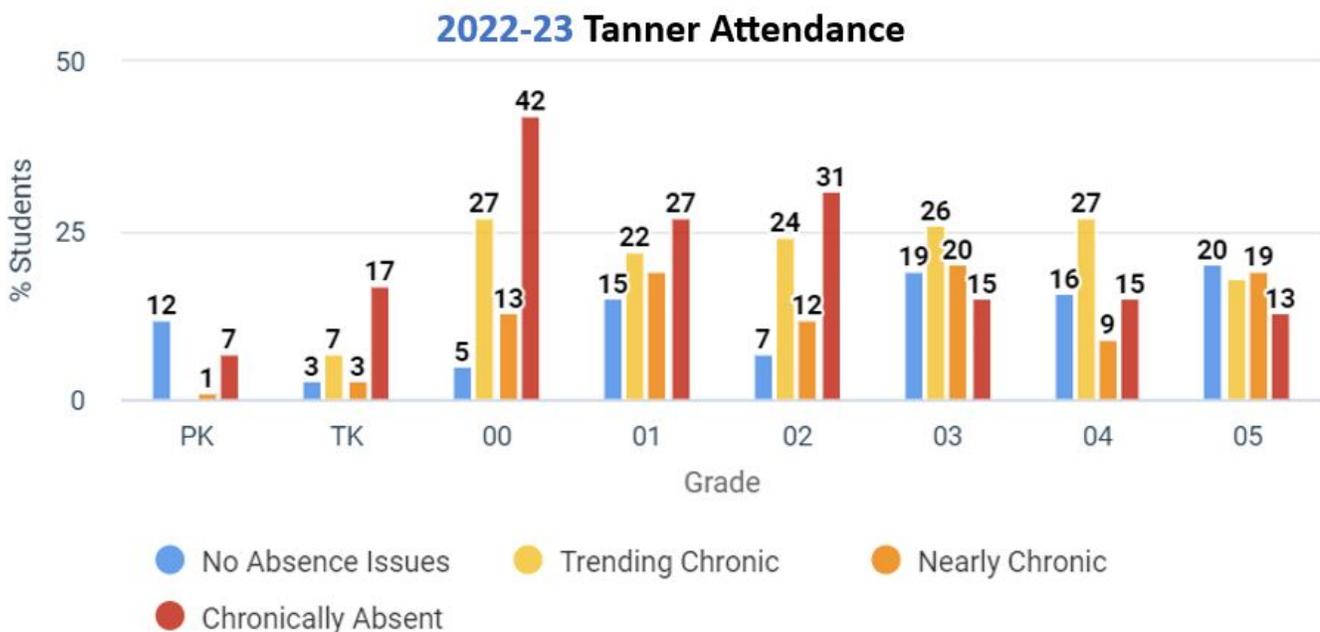
Create a Positive School Climate and Environments Conducive to Learning

## Goal 3

During 23-24 school year K-5 students, teachers, and staff will work toward full MTSS implementation and other schoolwide best practices to support a positive school climate and school environment conducive to learning, including improving chronic absenteeism and increasing our yearly attendance rate.

## Identified Need

We want to make sure we have behavior supports and interventions in place that encourage and motivate appropriate behavior by all students and allow for social-emotional learning in addition to academics. Attendance has declined, alongside enrollment numbers and chronically absent percentage is high at 33% for 22-23.



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Emotional Learning	2022-2023 baseline where we will begin acquiring data from student, staff and parent surveys in regards to social emotional learning lessons and supports. Monthly themes: September: Growth Mindset October: Bullying Prevention November: Gratitude December: Generosity January: Kindness February: Acceptance and Diversity March: Self Esteem April: Empathy May: Cooperation	All grade levels K-5 will have access to SEL lessons every other week through the Social Worker and every week Second Step lessons with the teacher.
MTSS-Behavior Referrals	2022-2023 baseline for MTSS-Behavior referrals following the MTSS-Behaviors intervention cycles	Counseling services will be provided via push-in model for 6-week cycles, exiting or improving interventions as needed.
Suspensions	2022-2023= 1 2020-2021 suspensions= 1	In 2023-24, we will maintain only one incident throughout the year.
Discipline Referrals	2022-2023= 2020-2021 referrals= 49	In 2023-24, we will show a decrease of discipline referrals by 50%
Attendance	22-23 Chronically Absent 33%: PK- 7 students TK- 17 students K- 42 students 1st- 27 students 2nd- 31 students 3rd- 15 students 4th- 15 students 5th- 13 students	For 2023-24, we will decrease chronically absent numbers from 33% to 20%

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)

## Students in our ATSI plan

### Strategy/Activity

MTSS- Behaviors. Targeted behavior support for at-risk students in the area of behavior interventions and supports. For example:

Social Emotional Learning Programs implemented for all students on campus, such as Second Step.

Attendance incentives and supports for students on the chronic absentee list.

Release time for teachers to attend on-site meetings and/or trainings, workshops and possibly travel and conferences that focus on Multi-Tiered Systems and Supports-Behaviors.

### 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)

3000.00

#### Source(s)

LCAP

1000-1999: Certificated Personnel Salaries  
Extra duty pay for staff to attend conferences, trainings, etc.

4,000

Title I

4000-4999: Books And Supplies  
Goal 11696-4310 Student Attendance PD & Materials-  
Supplies and supports for Foster Youth and McKinney Vento students to promote good attendance.

### Strategy/Activity 2

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

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

All Students, including the subgroups in our ATSI plan

### Strategy/Activity

Increase in Noon Duty Aide hours and Classified staff hours to provide proactive, positive behavior support, supervision, and become role models for safety guidelines during unstructured time in all common areas. This may also include trainings and workshops on and off campus.

### 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)

25,000.00

#### Source(s)

LCAP

2000-2999: Classified Personnel Salaries  
Goal 11731: Noon Duty Aide extra hours

### Strategy/Activity 3

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

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

All Students, including our subgroups in the ATSI plan

#### Strategy/Activity

Professional Development, both online and in person training, for Classified and Certificated staff, on PBIS Safe and Civil strategies and interventions, and Social-Emotional Learning to build and sustain positive relationships with students and their families, as well promote safety guidelines and protocols associated with the PBIS Safe and Civil Programs.

(This may include specialized workshops, online or in-person conferences.)

#### 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)

LCFF

Provided by district resource specialists

### Strategy/Activity 4

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

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

Students in our ATSI plan

#### Strategy/Activity

PBIS Safe and Civil Incentives for positive behavior provided for students who make good choices and act appropriately on-campus. In addition, provide a variety of supports and strategies to students and families who are in need.

#### 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

LCAP

4000-4999: Books And Supplies

Goal 11697-4310- Additional Targeted Support & Improvement

Materials for various age groups rewards

19,966	LCAP 2000-2999: Classified Personnel Salaries Goal 11731: RTI/Safe & Civil Schools Materials
4,709	LCAP 3000-3999: Employee Benefits Goal 11731: RTI/Safe & Civil Schools Materials

**Strategy/Activity 5**

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

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

English Language Learners, Foster Youth, McKinney Vento, and Black Subgroups

**Strategy/Activity**

Assemblies and schoolwide activities to promote inclusion and belonging. For example:  
 ELL Reclassification Ceremony  
 Black and Latino Heritage Festival  
 The Tanner Closet  
 Homework Club  
 Attendance Field Trip

**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)
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures Field trips to support educational student engagement
2,400.00	Title I 5000-5999: Services And Other Operating Expenditures Field Trip buses 5893
2,400.00	Title I 5000-5999: Services And Other Operating Expenditures Expenses for (EL Reclassification), Tri 1,2, and 3 resources
2,000.00	LCAP 4000-4999: Books And Supplies Materials for Tanner Closet, Homework Club and other clubs upkeep and maintenance.

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

End of trimester assemblies, promotions, and activities to promote learning

**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)

2,000.00

Source(s)

LCAP  
4000-4999: Books And Supplies  
Certificates, incentives rewards for assemblies  
and promotions

1,000.00

LCAP  
5000-5999: Services And Other Operating  
Expenditures  
other services for end of trimester rewards

**Strategy/Activity 7**

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

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

English Language Learners

Strategy/Activity

Journalism Club to support LTELs in learning Reading, Writing, Speaking, and Listening ( ELPAC domains).

**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)

5,000.00

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Bilingual Aide extra duty for Journalism Club

**Strategy/Activity 8**

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

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

Students in our ATSI Plan

Strategy/Activity

Promoting healthy living through learning sessions, including- healthy eating habits, healthy hygiene habits, meditation, etc. led by Social Worker

### 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)
2,500.00	LCAP 4000-4999: Books And Supplies Health Supplies
3,500.00	LCAP 6000-6999: Capital Outlay P.E. and other health equipment

### Strategy/Activity 9

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

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

All Students

#### Strategy/Activity

Interventions and Supports through after school tutoring

### 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)
10,879.67	LCAP 1000-1999: Certificated Personnel Salaries After school tutoring extra duty

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

For the 22-23 school year we implemented behavior expectation matrix and promoted various spirit days to increase student engagement and attendance. After school clubs also proved successful.

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

We wanted to implement MTSS-Behaviors in a more systematic way. We wanted to have Reflection Station as a means to exercise restorative practices but we did not fully implement this throughout the school year.

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.

For 23-24 we want to implement a structured SEL time in every classroom, including 2nd Step lessons with the counselor. The Social Worker will continue her small groups with addition of outdoor groups for behavior expectations.

# 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

Parent Involvement

## LEA/LCAP Goal

Develop Parent and Community Partnerships

## Goal 4

During 23-24 school year Tanner K-5 will develop clear lines of communication to engage parents and community in every scholar's education, ensuring activities and events conducive to developing parent and community partnerships.

## Identified Need

Through conversations in parent meetings, such as PTA, ELAC and School Site Council, as well as parent surveys, families expressed a need for increased knowledge of elementary curriculum in the areas of ELA and Math, ways to help their student at home, as well digital technology training and knowledge, to be more fully equipped. They also expressed a continued need for opportunities to learn as a family.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	<p>22-23</p> <p>2022-2023 will be the baseline as it pertains to the parent surveys</p> <p>Past data (2021 survey) indicates 32.6% Strongly Agree, 55.8% Agree that school offers training and workshops they can use to help their child's learning, making 88.4% overall parents agreeing.</p>	<p>Increase percentage to 95% overall and with an increased percentage in Strongly Agree by 5%.</p>
Parent Participation	<p>2022-2023 baseline parent involvement</p> <p>Current data (2022-2023 SY thus far) indicates an average of</p> <p>35 parents at Cafecito-Coffee with the Principal,</p> <p>4 parents at ELAC meetings</p>	<p>Increase parent participation at all parent meetings and workshops by a minimum of 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12 parents at SSC (aside from representatives) 10 parents at PTA	
Family Events	2022-2023 will be the baseline data with the introduction of new family events throughout the year.	Increase family participation by 10%

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Provide 2-4 opportunities per month for parents to attend schoolwide events and meetings either online or in-person, that address parent education, academic curriculum, technology, safety, cultural awareness and diversity or social media. For example, Anti-Bullying Month, Digital Citizenship, Math and Literacy Nights, Latino and Black Heritage Festivals, and AVID parent workshops.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,812	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for Parent Educational Nights- Reading and Math Nights
2,000.00	LCAP 1000-1999: Certificated Personnel Salaries Extra duty pay for after school events
2,400.00	Title I 5000-5999: Services And Other Operating Expenditures Services for parent engagement sessions

### Strategy/Activity 2

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

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

All Students including ATSI Plan subgroups

### Strategy/Activity

Provide opportunities where parents can get together and feel comfortable talking about school/home connection, provide strategies and activities that will help the Social Emotional welfare of our families. (Social Emotional Learning Opportunities through the site). Monthly Cafecito with the Principal

### 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)

3,000.00

Title I  
5000-5999: Services And Other Operating Expenditures  
Parent Workshops for SEL and other topics

2,125.00

Title I  
4000-4999: Books And Supplies  
Materials for parent educational workshops

### 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

Engage parents in volunteering at school and be involved in SSC, PTA, ELAC, and other parent/school partnerships.

### 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)

2,500.00

Title I  
4000-4999: Books And Supplies  
Supplies for SSC, PTA, ELAC, and parent workshops

### 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

Home/school partnerships to enhance school culture and parent involvement. For example:

Health and well-being training sessions for parents  
 Meetings for attendance awareness  
 Meetings to promote student events, such as Family Literacy Night or Math Olympics

**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)
1,500.00	LCAP 2000-2999: Classified Personnel Salaries Extra duty pay, health assistant
1,500.00	LCAP 2000-2999: Classified Personnel Salaries Extra duty pay, Library Tech
1,500.00	LCAP 2000-2999: Classified Personnel Salaries Extra duty pay, Clerical Staff
5,000.00	LCAP 3000-3999: Employee Benefits Classified benefits for extra duty

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

Coffee with the Principal and other parent workshops were systematically implemented throughout the school year. Topics were communicated by trimester prior to the meetings and the parents would let us know what other topics they wanted to learn about for the next set of meetings. Overall engagement grew for parent education nights as the year went by.

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

We wanted our parents to be fully involved in the decision-making for parent workshops and events but participation was low. The same 10-20 parents came to the meetings to plan out the events. Participation at the actual events were well-attended.

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

We want to increase the amount of workshops for understanding of the academic programs we have at school. Last school year we concentrated on i-Ready and Math curriculum equipping parents with understanding of how to help at home; this school year we want to add parent workshops for Getting Reading Right strategies, AVID, and Science projects.

# 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	\$463,575.67

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$145,046.00
Title I Part A: Parent Involvement	\$1,812.00

Subtotal of additional federal funds included for this school: \$146,858.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	\$316,717.67

Subtotal of state or local funds included for this school: \$316,717.67

Total of federal, state, and/or local funds for this school: \$463,575.67

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCAP	316,717.67
Title I	145,046.00
Title I Part A: Parent Involvement	1,812.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	228,075.67
2000-2999: Classified Personnel Salaries	81,466.00
3000-3999: Employee Benefits	18,363.00
4000-4999: Books And Supplies	46,021.00
5000-5999: Services And Other Operating Expenditures	16,200.00
5700-5799: Transfers Of Direct Costs	8,408.00
5800: Professional/Consulting Services And Operating Expenditures	61,542.00
6000-6999: Capital Outlay	3,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	223,075.67
2000-2999: Classified Personnel Salaries	LCAP	49,466.00
3000-3999: Employee Benefits	LCAP	13,363.00

4000-4999: Books And Supplies	LCAP	14,771.00
5000-5999: Services And Other Operating Expenditures	LCAP	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	11,542.00
6000-6999: Capital Outlay	LCAP	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	32,000.00
3000-3999: Employee Benefits	Title I	5,000.00
4000-4999: Books And Supplies	Title I	29,438.00
5000-5999: Services And Other Operating Expenditures	Title I	15,200.00
5700-5799: Transfers Of Direct Costs	Title I	8,408.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	50,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,812.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	293,205.00
Goal 2	48,679.00
Goal 3	98,354.67
Goal 4	23,337.00

# School Site Council Membership

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

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

## **Name of Members**

## **Role**

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 10/17/22.

Attested:



Principal, Belki McConnell on 10/17/22



SSC Chairperson, Andrea Suarez on 10/17/22

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019