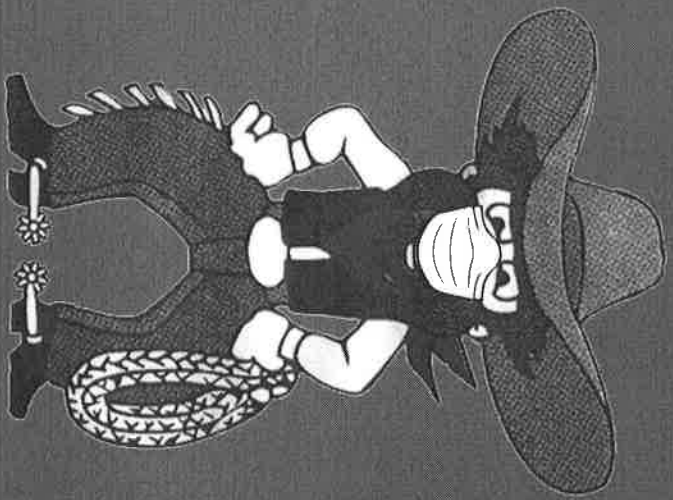# T.I. Waggoner Elementary
SPSA 2021-22

Goal 1: Academic Standards: Implement California State Standards for English Language Arts, Math and Science and improve student achievement as measured by interim and summative Smarter Balanced Assessments.

1. Provide instruction for all learners in the area of Language Arts and English Language Development through State Adopted materials

2. Every grade level will plan, develop, and implement English Language Development and Project Lead the Way.

3. Every student will have access to supplemental resources to improve literacy and language skills.

4. Identify struggling readers and target their individual literacy needs and monitor growth through ongoing assessments (K-3).

5. Implement the schedule of Interim Assessments for grade 3 through 5 to support

Learning

Goal 2: School Climate & Engagement: Improve school climate and student wellbeing by promoting and ensuring high rates of attendance and graduation, focusing on character development and supporting mental health in a welcoming, well maintained physical and virtual environment.

1. Create and communicate the school culture that maintains the 98% attendance rate.

2. Create, communicate and support Character Education in the six pillars of character development.

3. Support students with social emotional needs through small groups and presentations of Growth Mindset with Student Assistance Rep.

4. Support a safe and welcoming climate by campus security on site

5. Support a safe school environment by having a Certified Nurse on campus
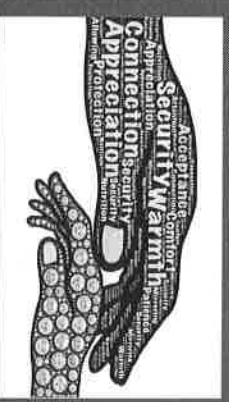
Goal 3:Parent Engagement: Engage parents in meaningful participation in school through communication and opportunities for partnerships.

1. Provide opportunities to build a strong community that fosters family learning and growth academically and socially

2. Maintain Home school connection through Zoom and School Messenger

3. Provide support to English Language Learner families through ELL Program Assistant

4. Provide Opportunities for parents to be involved in decision making for the academic and emotional needs of their child through School Site Council and ELAC

Goal 4:Student Course Access & Outcomes: Ensure all students have access to a wide variety of courses including CTE, music and the arts, taught by well qualified teachers.

1. Provide training and implementation in Project Lead the Way and continue science inquiry with Imperial Valley Discovery Zone

2. Provide opportunities for educational field trips promoting careers through Biztown

3. Continue to support the inclusion of foster, homeless, low socio economic in educational practices

4. Provide opportunities for students to experience the arts through expanded learning time

5. Continue to provide support to new teachers through the BTSA program

Goal 1 Evidence

1. Pacing Guides
2. ELD/PLTW Pacing Guide and Classroom Observations
3. Online Program and After School Tutoring Schedule/Attendance
4. STAR Assessments and Instructional Aide Schedule
5. SBAC Tools Training and Interim Assessment Schedule.

Goal 2 Evidence

1. Monthly Attendance Reports
2. Character Award Assemblies and Character Calendars
3. Growth Mindset Assembly Schedule
4. Home Call logs and Home Visit Logs
5. Health and Wellness Monthly Newsletter.

Goal 3 Evidence

1. Attendance Rosters Back to School Night/Family Nights/Presentations
2. Zoom and School Messenger Logs
3. ELL Program Assistant Logs
4. SSC/PTO/ELAC Agendas and Sign in Sheets

Goal 4 Evidence

1. PLTW PD Sign In Sheet and student evidence IVDZ
2. Biztown Scheduling Lesson Plan and Field Trip Schedule
3. Dashboard Data
4. After School Rosters and Attendance

Phone (760) 355-3266

T.L. Waggoner Elementary
627 Joshua Tree Street
Imperial, CA   92251

Fax (760) 355-3180

Lori Campos, Principal
www.tlwaggoner.org

Single Plan for Student Achievement
2020-21 School Year

Due to COVID-19 Pandemic, TL Waggoner Elementary School Site Council meets via Zoom for all meetings. All members received a Google invite and documents to be viewed and approved at the meeting.

Attached Documents:

- **School Plan for Student Achievement 2020-21**
- **School Site Council Meeting Agenda 5/19/21**
- **School Site Council Minutes 5/19/21**

Lori Campos

Principal Signature

5/19/21

Date

Lori Campos, Principal
www.tlwaggoner.org

School Site Council

May 19, 2021
3:00pm

https://us02web.zoom.us/j/85722057561?pwd=MVZ5enR4U1NvZXFFbG03L1ordXZjQT09

Meeting ID: 857 2205 7561
Passcode: 571949

Agenda

1. Call meeting to order
2. Establish Quorum
3. Minutes- Approve minutes
4. Public Comment - At this time the School Site Council will hear comments, presentations, or requests on matters not on this agenda. Speakers are to state their name. The time limit for speakers is 3-5 minutes.
5. School Plan for Student Achievement 2020-21
   a. Review Goals and Expenditures
   b. Approval - Motion
6. School Year 2021-22 Forecast
   a. # of Classrooms
   b. Kinder Registration Numbers
7. CAASPP / ELPAC Testing
8. Summer School ELL/At Risk
9. Questions/Comments
10. Next SSC Meeting June Special Meeting TBD
11. Adjournment Meeting adjourned at 3:30 p.m.

Lori Campos, Principal
www.tlwaggoner.org

School Site Council
Minutes

May 19, 2021
3:00pm
https://us02web.zoom.us/j/85722057561?pwd=MVZ5enR4U1NvZXFFbG03L1ordXZjQT09

Meeting ID: 857 2205 7561
Passcode: 571949

Agenda

1. Call meeting to order 3:30 Meeting Called to Order by Erica Scaroni

2. Establish Quorum Quorum established Mrs. Cosio, Mr. Spence, Ms. Alloway, Mrs. Amezcua, Mrs. Velasquez, Mrs. Gallardo, Mrs. Scaroni, and Mrs. Campos in attendance. Ms. Balzer not in attendance

3. Minutes- Approve minutes Minutes approved first motion Cosio, 2nd Alloway, Approved

4. Public Comment - At this time the School Site Council will hear comments, presentations, or requests on matters not on this agenda. Speakers are to state their name. The time limit for speakers is 3-5 minutes. No public comment

5. School Plan for Student Achievement 2020-21
    a. Review Goals and Expenditures Presentation by Mrs. Campos on SPSA Goals and Expenditures
    b. Approval - Motion first motion Cosio, 2nd Spence, Approved

6. School Year 2021-22 Forecast
    a. # of Classrooms 1 TK, 3 K, 3 1st, 4 2nd, 4 3rd, 3 4th, and 3 5th
    b. Kinder Registration Numbers 52 including 19 TK - need to get our Kinder registrations in

7. CAASPP / ELPAC Testing Testing went well, CAASPP hybrid testing was a challenge but we made it through and finishing up ELPAC testing

8. Summer School ELL/At Risk both areas are open -held at BH

9. Questions/Comments Question about having 5th grade promotion being held onsite as an event - promotion will be drive thru with photo opportunity

10. Next SSC Meeting June Special Meeting TBD

11. Adjournment Meeting adjourned at 3:30 p.m.

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
		5/13/20	6/25/20

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students in their academic areas. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

Comprehensive Needs Assessment Components

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

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

In the spring of 2021 we will administer surveys to our students, parents, and staff. A description of the results will be submitted and analyzed as a needs assessment. We will focus on school safety, physical condition of our school, and quality education. The English Learner Subgroup Self-Assessment (ELSSA) will also be administered to assist in the programs and practices that impact English learner achievement.

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

This section proves a description of types and frequency of classroom observations conducted during the school-year. Informal Classroom observations are conducted throughout the school year. All classes are observed at various times of the day and during instruction of different subject areas. Observations may last between fifteen and forty five minutes depending on what is being observed. The focus of 2020-21 observation will be on Project Based Learning and Mathematical Thinking and Instruction that targets critical thinking, creativity, collaboration, and communication.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for students who are:
Not meeting standards
Nearly meeting standards
Meeting standards
Exceeding standards

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

Discussion of each of these statements will result in succinct and focused findings on verifiable facts. Our school plan will examine the status of these findings and note progress made. Special consideration will be given to any practice, policy, or procedure found to be a barrier through ongoing monitoring of all programs.

Standards, Assessment, and Accountability
1. Use of state and local assessments to modify and improve achievement (ESEA)
State assessment result data is analyzed at the beginning of the school year to determine school wide goals and objectives. Data is analyzed by each grade level to determine strengths and weakness in the academic program and curriculum. Additionally, quarterly Benchmark data in English Language Arts and the Writing Proficiency, along with STAR Reading and Math scores are analyzed to monitor student progress and provide intervention as needed.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Weekly, quarterly and end of the unit assessments are used to assist teachers in monitoring progress and identify which areas of curriculum to adjust.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA).
Every teacher is required to attend monthly professional development meetings and bimonthly staff meetings. Teachers are encouraged to provide input and make suggestions for improving school goals and objectives. Grade level meetings provide time for teachers to plan toward creating learning experiences to meet school goals and objectives.

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

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

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

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)Staff development is based on the focus of the school site goals and the identified need of students and staff.

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

Ongoing instructional assistance and support for teachers (use of teacher leaders) (EPC)
Grade level reps or teacher leaders are accessible to staff that may need additional assistance and support in the area of technology, curriculum, and instruction.

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

Teacher collaboration by grade level (TK through grades 5) (EPC)
Teachers are provided collaboration time in the summer, along with staff meeting days and Professional Development days to work collaboratively to meet the needs of all students.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
Teachers will be introduced to various strategies and methods that promote the implementation of California Common Core Standards.

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Based on the recommended instructional minutes of Houghton Mifflin, T. L. Waggoner is providing the recommended instructional English Language Arts minutes and additional time for English Language Development. T.L. Waggoner also provides the recommended instructional Mathematics minutes based on GO Math curriculum guide.

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

Lesson pacing schedule (TK-5) and flexibility for sufficient intervention opportunities (EPC)
Teachers using the pacing schedule are encouraged to make modifications in order to provide necessary intervention and to allow for re-teaching.

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

Availability of standards-based instructional materials is appropriate to all student groups (ESEA)
All students have been assigned textbooks or workbooks that have been adopted by the Imperial Unified School District Board of Trustees.

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

All students have use of standards aligned curriculum as adopted by Imperial Unified School District.

Opportunity and Equal Educational Access

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

Teachers provide intervention in the classroom and after school on an as needed basis. Teaches may provide small group instruction, one-on-one tutoring or make accommodations to assignments or assessments based on the needs of each individual student. Instructional aides have been employed in TK-3 to assist teachers in evaluating and assisting under performing students individually or in a small group setting. Additionally, an RTI teacher and aide have been added to assist underperforming students four times a week. To meet the needs of our students in special education, each Special Day Classroom has two instructional aids that assist with small group instruction to meet the diverse needs of the students based on their Individualized Education Plan as well as our Resource Specialist Program with one instructional assistant.

Evidence-based educational practices to raise student achievement

Research-based educational practices to raise student achievement. Newly researched and implemented Common Core and engaging strategies are common practice throughout our grade levels. Other teaching practices and strategies that have been implemented by staff are Writing, Close Readings, and Project Based Learning to develop vocabulary and reading comprehension. GATE strategies have also been implemented to promote critical thinking, communication, collaboration and creativity skills that support learning in the 21st century..

Parental Engagement

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

The School Site Council, English Learners Acquisition Committee, Parent Education Group, and Parent Teacher Organization are various facets for parents to become involved and partake in the education of their children. T.L. Waggoner administration and staff encourage volunteers in the classroom as well. The School Site Council meets five times throughout the year to assist in the development of school wide initiatives, receive updates on programs and school functions, and approve the school wide plan for ongoing student achievement. The English Language Advisory Committee also meets five times throughout the year to stay updated on services and progress of English Language Learners at our school site.

The PTO has developed a system for assigning "room parents" to assist with a variety of education needs of students. Parents and community members are encouraged to volunteer in the classroom and with various activities that take place each month.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards (ESEA).
Funding will be provided from the LCAP funding source.

Fiscal support (EPC)

Fiscal Support- T.L. Waggoner Elementary School's LCAP budget was used to determine funding for the purchase of personnel services, equipment, materials, supplies, and other necessary items needed to implement the School Plan for Student Achievement based on the goals on the LCAP.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, English Learners Acquisition Committee, Parent Education Group, and Parent Teacher Organization are various facets for parents to become involved and partake in the education of their children and maintain the home school connection that is so very important for achieving success. The School Site Council meets five times throughout the year to assist in the development of school wide initiatives, receive updates on programs and school functions, and approve the school-wide plan for ongoing student achievement. The English Language Advisory Committee also meets five times throughout the year to stay updated on services and progress of English Language Learners at our school site. Scheduled staff meetings added to the involvement of our stakeholders.

Resource Inequities

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

TL Waggoner's Needs Assessment identified technology as one of it's resource inequities. The school is working toward purchasing new chromebooks and new chromecarts for classrooms who are sharing access and will purchase replacement chromebooks for outdated ones. Devices have been distributed to students to allow access for distance learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	0%	0%	0	0	0
African American	.7%	.8%	0.94%	6	7	6
Asian	.6%	1.2%	1.42%	5	11	9
Filipino	.6%	.5%	0.63%	5	5	4
Hispanic/Latino	86.1%	86.5%	84.57%	746	788	537
Pacific Islander	0%	0.1%	0.16%	0	1	1
White	10.6%	9.4%	9.61%	92	86	61
Multiple/No Response	.6%	1.5%	1.26%	12	13	9
			Total Enrollment	866	911	635

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	170	183	130
Grade 1	139	140	92
Grade 2	138	148	96
Grade3	121	145	101
Grade 4	159	131	120
Grade 5	139	164	96
Total Enrollment			635

Conclusions based on this data:

1. 2019-20 School Year enrollment declined due to the opening of the new school within our district

2. Ethnicity remains consistent

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	308	328	226	35.6	36.1	35.6%
Fluent English Proficient (FEP)	18	22	29	2.1	2.5	4.6%
Reclassified Fluent English Proficient (RFEP)	20	23	3	2.4	2.6	0.9%

Conclusions based on this data:

1. We need to do a better job of reclassifying students in 2020-21

2. We observed continued growth in EL enrollment

3. We observed continued growth in Reclassification

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			143			142			142			99.3
Grade 4			131			130			130			99.2
Grade 5			162			160			160			98.8
All Grades			436			432			432			99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2457.	22.8		35.92	21.1		24.65	24		24.65	32.1		14.79
Grade 4			2479.	23.07		31.54	21.99		21.54	20.12		21.54	34.83		25.38
Grade 5			2506.	19.79		20.63	20.2		35.00	20.61		22.50	32.84		21.88
All Grades	N/A	N/A	N/A			28.94			27.55			22.92			20.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			39.44			44.37			16.20
Grade 4			24.62			52.31			23.08
Grade 5			25.00			53.13			21.88
All Grades			29.63			50.00			20.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			23.94			60.56			15.49
Grade 4			26.15			51.54			22.31
Grade 5			29.38			48.75			21.88
All Grades			26.62			53.47			19.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			27.46			63.38			9.15
Grade 4			22.31			63.85			13.85
Grade 5			10.00			71.88			18.13
All Grades			19.44			66.67			13.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			40.85			40.14			19.01
Grade 4			25.38			50.77			23.85
Grade 5			25.00			51.88			23.13
All Grades			30.32			47.69			21.99

Conclusions based on this data:

1. Baseline set - data will be used as a baseline

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Overall Participation for All Students												
Grade 3			143			142			142			99.3
Grade 4			131			130			130			99.2
Grade 5			161			160			160			99.4
All Grades			435			432			432			99.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			2453.			23.24			38.03			26.76			11.97
Grade 4			2468.			13.85			26.15			37.69			22.31
Grade 5			2486.			15.63			21.88			26.88			35.63
All Grades	N/A	N/A	N/A			17.59			28.47			30.09			23.84

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			42.96			39.44			17.61
Grade 4			24.62			39.23			36.15
Grade 5			24.38			33.75			41.88
All Grades			30.56			37.27			32.18

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			31.69			53.52			14.79
Grade 4			16.15			45.38			38.46
Grade 5			18.75			41.25			40.00
All Grades			22.22			46.53			31.25

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3			34.51			47.89			17.61
Grade 4			22.31			52.31			25.38
Grade 5			15.00			46.88			38.13
All Grades			23.61			48.84			27.55

Conclusions based on this data:

1. Baseline set - data will be used as a baseline

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1430.9		1435.6		1419.9		61
Grade 1		1486.1		1472.5		1499.2		48
Grade 2		1506.8		1491.7		1521.4		63
Grade 3		1514.8		1508.6		1520.3		56
Grade 4		1537.6		1539.4		1535.3		52
Grade 5		1550.3		1556.7		1543.5		49
All Grades								329

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		13.11		42.62		31.15		13.11		61
1		20.83		56.25		20.83		2.08		48
2		33.33		49.21		11.11		6.35		63
3		28.57		53.57		10.71		7.14		56
4		44.23		32.69		9.62		13.46		52
5		38.78		36.73		14.29		10.20		49
All Grades		29.48		45.29		16.41		8.81		329

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		19.67		37.70		29.51		13.11		61
1		29.17		39.58		25.00		6.25		48
2		36.51		34.92		20.63		7.94		63
3		39.29		48.21		5.36		7.14		56
4		65.38		17.31		7.69		9.62		52
5		59.18		28.57		4.08		8.16		49
All Grades		40.73		34.65		15.81		8.81		329

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		21.31		31.15		34.43		13.11		61
1		18.75		64.58		12.50		4.17		48
2		26.98		50.79		17.46		4.76		63
3		21.43		39.29		32.14		7.14		56
4		26.92		34.62		21.15		17.31		52
5		22.45		26.53		32.65		18.37		49
All Grades		23.10		41.03		25.23		10.64		329

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		14.75		78.69		6.56		61
1		68.75		31.25		0.00		48
2		25.40		63.49		11.11		63
3		23.21		66.07		10.71		56
4		42.31		48.08		9.62		52
5		22.45		71.43		6.12		49
All Grades		31.61		60.79		7.60		329

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		18.03		60.66		21.31		61
1		20.83		64.58		14.58		48
2		39.68		50.79		9.52		63
3		73.21		21.43		5.36		56
4		78.85		9.62		11.54		52
5		77.55		14.29		8.16		49
All Grades		50.46		37.69		11.85		329

	Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		4.92		83.61		11.48		61
1		54.17		39.58		6.25		48
2		25.40		65.08		9.52		63
3		23.21		64.29		12.50		56
4		28.85		57.69		13.46		52
5		36.73		46.94		16.33		49
All Grades		27.66		60.79		11.55		329

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		52.46		32.79		14.75		61
1		16.67		83.33		0.00		48
2		25.40		68.25		6.35		63
3		19.64		76.79		3.57		56
4		23.08		61.54		15.38		52
5		16.33		71.43		12.24		49
All Grades		26.44		64.74		8.81		329

Conclusions based on this data:

1. Baseline set - data will be used as a baseline

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
911	**46.1**	**36.1**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	329	36.1
Foster Youth	12	1.3
Homeless	81	8.9
Socioeconomically Disadvantaged	420	46.1
Students with Disabilities	93	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.8
Asian	11	1.2
Filipino	5	0.5
Hispanic	788	86.5
Two or More Races	7	0.8
Pacific Islander	1	0.1
White	86	9.4

Conclusions based on this data:

1. Hispanic students are our ethnicity group with the highest population

2. Pacific Islander students are our ethnicity group with the lowest population

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. Area of focus needs to be on Mathematics Instruction

2. School needs to maintain ELA Instruction

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
13.1 points above standard	6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.1 points	Maintained ++0.2 points	
		5
424	177	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
9.1 points below standard	6.3 points below standard	84.2 points below standard
Maintained ++1.6 points	Maintained ++1.3 points	Increased Significantly ++17.3 points
37	241	42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		3	3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
8.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	47.1 points above standard
Maintained -2.4 points			Increased ++7.1 points
367	4		43

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
11.5 points below standard	31 points above standard	24.9 points above standard
Increased ++5.1 points	Declined -9.7 points	Maintained -1.3 points
154	23	229

Conclusions based on this data:

1. Students with Disabilities is an area of need and to focus on

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
14.6 points below standard	27.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3 points	Maintained ++0.2 points	
		5
424	177	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Red
18.7 points below standard	28.1 points below standard	125.7 points below standard
Increased ++12.1 points	Increased ++5.3 points	Declined -8.7 points
37	241	42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		3	3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Green
19.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy		15.9 points above standard
Declined -4.3 points	4		Increased ++5.6 points
367			43

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
32.3 points below standard	6.3 points above standard	7.3 points below standard
Increased ++3.8 points	Declined -4.9 points	Declined -3 points
154	23	229

Conclusions based on this data:

1. Students with Disabilities is an area of need

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.6 making progress towards English language proficiency
Number of EL Students: 262
Performance Level: High
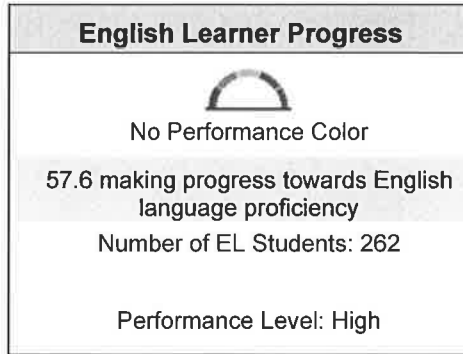
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.7	23.6	17.1	40.4

Conclusions based on this data:

1. Students are progressing through the language levels

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

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

Conclusions based on this data:

1. No data provided for College and Career

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	3	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3.4	3.5	0
Declined -1.1	Declined -1.8	Maintained 0
934	344	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Blue
6.5	4.8	1.8
Increased +3.2	Declined -0.8	Declined -6.8
92	538	113

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
8	0	12	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
3.2	0	Less than 11 Students - Data Not Displayed for Privacy	6.9
Declined -1.4	Declined -7.1	1	Increased +3.7
807	14		87

Conclusions based on this data:

1. Homeless students is an area of need as shown by data

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Graduation Rate does not apply to our elementary school

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
0.7	0.6	7.1
Increased +0.7	Increased +0.6	Increased +7.1
948	351	14

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Yellow	Yellow
0	0.7	0.9
Maintained 0	Increased +0.7	Increased +0.9
93	548	113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
8			5
		12	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
0.7	0	Less than 11 Students - Data	1.1
		1	
Increased +0.7	Maintained 0		Increased +1.1
818	15		89

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0.7

Conclusions based on this data:

1. Suspension rate rose in the 2019 school year

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA/LCAP Goal

LEA GOAL: All students will receive high-quality classroom instruction and curriculum in Language Arts and Mathematics to promote college and career readiness and close the achievement gap.

Goal 1

SCHOOL GOAL #1: English-language Arts. For the 2020-21 school year, the standard met or exceed on the Smarter Balanced Assessment for ELA will improve from 56 percent to 60 percent school-wide and from 36 percent to 42 percent for English learners based on 2018-19 scores.

Identified Need

Based on our findings we see a need for an improvement in English Language Arts, particularly for our English Language Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Results from the 2018-19 Smarter Balanced State Assessments.	Based on our findings we see a need for an improvement in English Language Arts, particularly for our English Language Learners	Through weekly, monthly, quarterly, and annual program monitoring and evaluation English Language Learners will show a 4% increase in performance. Where can a budget plan of the proposed expenditures for this goal be found? Goal 1 of the SPSA Budget Tool (Form F)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

STRATEGY: During 202021, the school will implement school wide opportunities to enhance critical thinking, communication, collaboration, creativity to promote English Language Arts Development.

Strategy/Activity

1. (June 6, 2021)
Provide small group intervention support in language arts and Math through State Adopted materials and instructional support staff.
2. (June 6, 2021)
All students will be provided online technical support through platforms like Think Central, which is a web based ELA/Math support and technology coach on site.
3. (June 6, 2021)
Teachers will be provided microphones to support clear articulation and sound for authentic instructional delivery in the classroom.
4. (June 6, 2021)
All students and teachers will be provided access to the Kami application used to support online 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.

60,000	Title I Part A: Allocation
5,232.17	Title I Part A: Allocation
1629.32	Title I Part A: Allocation
2725	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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.

Teacher strategies were implemented based on PD. The exposure to IABs and practice test increased this year school wide.

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

No major differnece

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.

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

All students will receive high quality classroom instruction and curriculum in Mathematics to promote college and career readiness and close the achievement gap.

LEA/LCAP Goal

All students will receive high quality classroom instruction and curriculum in Language Arts and Mathematics to promote college and career readiness and close the achievement gap.

Goal 2

Math. For the 2020-21 school year, the standard met or exceed on the Smarter Balanced Assessment for Math will improve from 46 percent to 50 percent school-wide and from 33 percent to 40 percent for English learners

Identified Need

Results from the 2018-19 Smarter Balanced State Assessments. Based on the findings improvement problem solving and communicating reasoning are areas of need in mathematics Through weekly, monthly, quarterly, and yearly assessments will improve in their performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Results from the 2018-19 Smarter Balanced State Assessments	Based on the findings improvement problem solving and communicating reasoning are areas of need in mathematics	Through weekly, monthly, quarterly, and yearly assessments students will improve in their performance

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1. Review student enrollment to ensure that all students have access to district approved curriculum materials.
2. A roster will be created for each class and student will be provided user name and password to access the online math support at the beginning of the year.
3. Targeted students will have access to small group intervention with a teacher and/or Instructional Aide.
4. Teachers will identify struggling students and assign them to a tutor.

Strategy/Activity
1. (June 6, 2021)
Provide small group intervention support in language arts and Math through State Adopted materials and instructional support staff.
2. (June 6, 2021)
All students will be provided online technical support through platforms like Think Central, which is a web based ELA/Math support and technology coach on site.
3. (June 6, 2021)
Teachers will be provided microphones to support clear articulation and sound for authentic instructional delivery in the classroom.
4. (June 6, 2021)
All students and teachers will be provided access to the Kami application used to support online learning.
5.   (June 6, 2021)
Provide students with after school tutoring for English Language Development and ELA and Math

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.

60,000	Title I Part A: Allocation
5,232.17	Title I Part A: Allocation
1629.32	Title I Part A: Allocation
2725	Title I Part A: Allocation
2750	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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.

Teacher strategies were implemented based on PD.

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

No major differences.

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.

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

STEM and College and Career Readiness

LEA/LCAP Goal

All students will receive high quality Science, Technology, Engineering and Mathematics opportunities during classroom instruction to promote college and career readiness and close the achievement gap.

Goal 3

100% of students will be provided the opportunity to investigate and develop their knowledge through the use of STEM with a focus on technology

Identified Need

Based on our district wide goals there is a need for support in the areas of STEM. 5th Science CAST scores have been lower than state average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Project Based Learning Unit Assessments , CAST results, IVDZ evaluation, Project Lead the Way Student Learning Logs	KWL chart and teacher assessments	5% increase in CAST results

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 will benefit from these activities.

Strategy/Activity
1. (June 6, 2021)
Professional Development opportunities are supported in Summer and/or school year training through ICOE and Project Lead the Way training opportunities throughout the year with substitutes for on site training.
2.　(June 6, 2021)
Provide hourly rate to teacher trainers to provide training, gain new knowledge and prepare for upcoming trainings in PLTW
2. (June 6, 2021)
Development of Background Knowledge for Field Trips supporting STEM.
3. (June 6, 2021)

Maintain/repair/ replace/or expand technology to ensure students are prepared for and have access to the latest technological innovation.

4. (June 6, 2021)

Support classroom technology with chromecasts and maintaining/repair/ and replace teacher technology in the classroom.

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.

3,600	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures
1,200	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures
3,500	Title I Part A: Allocation
2,000	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

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.

We are increasing student exposure to NGSS activities and lessons. This is done with Project Lead the Way, Imperial Valley Discovery Zone, and IVC field trip to planetarium.

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

N/A

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

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

Attendance and Participation

LEA/LCAP Goal

Parents will take an active role in the school learning community by participating in decision making that promotes student achievement, school safety, and school attendance and participate in school sponsored activities.

Goal 4

To increase the number of parent/guardian participants in the Parent Teacher Organization and The English Language Advisory Committee and Title 1 by 10%

Identified Need

We would like to increase attendance in ELAC, DELAC, Title 1 and PTO meetings. Continue to provide opportunities for parents to volunteer in class and school wide events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting sign in sheets Volunteer sign in sheets Parent Survey	5% of student population in attendance at meetings.	10% increase in attendance

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. (June 6, 2021)
Provide opportunities to participate in the decision making process of the school through parent meetings and school site council.
2. (June 6, 2021)
Facilitate Opportunities to provide information and encourage parent participation in the learning of their child through parent nights.
3. (June 6, 2021)
Continue communication with parents.

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.

200.00	Title I Part A: Parent Involvement 5900: Communications
519.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2019-20

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.

We will use social media, print, and on site communication methods to invite stakeholders.

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

N/A

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

N/A

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

Attendance and Social Emotional Support

LEA/LCAP Goal

Increase student attendance rates in a physically and emotionally safe climate and learning environment.

Goal 5

Attendance rate will increase from 96.7% to 98% and continue ongoing efforts that promote a safe environment for students

Identified Need

Attendance effects academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Attendance Reports	Attendance reports, referrals, and SST meeting notes	Increase attendance by 1.3%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School wide approach

Strategy/Activity

1. (June 6, 2021)
Attendance data reported to staff and needs for improvement will be discussed.
2. (June 6, 2021)
Ensure school safety through the safe school plan and procedures.
4. (June 6, 2021)
Provide support for struggling students through SST and IEP meetings.
5.   (June 6, 2021)
Provide social emotional learning and support through creative arts having artist come in and students paint canvas art

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.

996.68	Title I Part A: Allocation None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

School wide plan

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

N/A

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

N/A

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	$

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

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

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

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

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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
Lori Campos	Principal
Gina Cosio	Classroom Teacher
Amy Balzer	Classroom Teacher
James Spence	Classroom Teacher
Lisa Alloway	Other School Staff
Erica Scaroni	Parent or Community Member
Vanessa Gallardo	Parent or Community Member
Kilah Amezcua	Parent or Community Member
Maria Velasquez	Parent or Community Member
Angelica Olague Meyers	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/07/19.

Attested:

Principal, Lori Campos on 5/13/20

SSC Chairperson, Erica Scaroni on 5/13/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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