

School Year: **2022-23**



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
Colonial Heights School	39685696041891	10/11/22	

Purpose and Description

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

Schoolwide Program

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

This plan has been developed in accordance to The Every Student Succeeds Act and is aligned to Lincoln Unified School District's 2021-2022 Local Control and Accountability Plan. In alignment with the District's LCAP goals, the Colonial Heights' SPSA addresses the following 4 areas:

LCAP Goal 1: Provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.
SPSA Goal 1: Decrease the number of students, in grades 1st-8th, reading below grade level while improving the percentage of students meeting or exceeding benchmark standards.

SPSA Goal 2: At minimum, a quarter of students in grades K-8th, will be at grade level in mathematics by the end of the 22-23 school year.

LCAP Goal 2: LUSD will improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

SPSA Goal 3: Increase the number of Students with Disabilities meeting or exceeding standards in ELA and Mathematics.

LCAP Goal 3: All students will have a safe and supportive school environment to promote academic achievement and physical and emotional health.

SPSA Goal 4: The percentage of students reporting positive responses in Academic Challenge and Culture on the Youth Truth Survey will increase to a minimum of 75%.

LCAP Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

SPSA Goal 5: The response rate for the Youth Truth Family Survey will increase by a minimum of 34%, representing responses from at least half of our families.

This plan will continue to be a living document, modified and updated as needed to support the needs of the Colonial Heights School community including students, families, and staff. Data will be shared with all participants within the Colonial Heights School community and input will be solicited throughout the school year.

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).

Second semester of the 21-22 school year, parents, teachers, and students in grades 5th-8th participated in the Youth Truth Survey. Data from the 3 surveys was shared with all three groups as well as the School Site Council.

Classroom Observations

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

Teachers were observed quarterly by administration. Classroom walk-throughs were conducted on a weekly basis by both principal and assistant principal.

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)

Summative assessments such as the California Assessment of Student Performance and Progress (CAASPP) as well as the Measure of Academic Progress (MAP) assessments were administered to students in 3rd-8th grades. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered to K-3rd students. Both MAP and DIBELS were used as benchmark assessments given in the winter and spring.

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

Teachers were given time to collaborate with grade level partners every Monday. 60 minute sessions were spent on reviewing data and student progress. Skills and concepts identified as areas of concern for students were addressed in small groups by the classroom teacher, digital intervention platforms such as Lexia and Dreambox, and/or through Title I support and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Colonial Heights staff met the requirements for a highly qualified staff.

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

Colonial Heights met sufficiency of credentialed teachers for general education and special education.

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

Professional development, when accessible, was aligned to grade level content standards. Teachers received professional development in math through the Silicon Valley Math Institute and Dreambox as well as PD in small group reading intervention through Lexia Core 5.

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

Continuous, ongoing professional development was made available to K-6 teachers for digital resources, Lexia and Dreambox as well as a book study: Grading for Equity for middle school teachers. Tier 3 Orton Gillingham instruction was provided for Title I, Resource, and SDC teachers.

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

Teachers collaborated with grade level colleagues every Monday. Three Mondays of the month were spent with site level peers and one Monday a month with district grade level peers focusing on math instruction.

Teaching and Learning

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

District adopted curriculum and materials are used in every classroom K-8 and are in alignment with state standards.

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

Teachers are required to turn in schedules at the beginning of each school year reflecting required minutes for each content area.

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

A master schedule is developed each school year reflecting required daily instructional minutes for students in grades K-8.

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

In accordance with the Williams Act, all students have available standards-based instructional materials both in hard copy and digital format.

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 curriculum and materials are district adopted and standards- aligned. Intervention materials are provided by Wonder Works and Engage NY. Reading intervention at the Tier 3 level consists of Orton Gillingham strategies, materials, and curriculum.

Opportunity and Equal Educational Access

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

Beyond Tier I instruction, teachers meet with small groups both in math and ELA. Instruction and assignments are differentiated to meet the academic needs of students performing below grade level, while still ensuring access to grade level standards.

Evidence-based educational practices to raise student achievement

Teachers adhere to evidence-based educational practices such as: designing lessons with appropriate goals and objectives, asking students open-ended questions fostering discussion during lessons, providing models and examples, allowing for guided student practice, and providing students with timely feedback.

Parental Engagement

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

For the majority of the year, the school campus remained closed to families due to COVID-19 restrictions. Meetings and conferences were held virtually. In spring, we were able to offer parents the opportunity to join us for a PTSA sponsored movie night as well as our Young Author's Tea event celebrating K-3 student accomplishments in writing throughout the school year.

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)

Funding

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

Services provided include school based counseling, Title I reading support, tutoring, and access to materials and programs to support student learning inside and outside of the classroom during the school year as well as the summertime.

Fiscal support (EPC)

Colonial Heights has been fully funded with Title I monies to meet the needs of our underperforming students.

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

Colonial Heights School Principal and Assistant Principal met regularly with all staff, including both certificated and classified employees. Staff meetings and leadership meetings were held bi-weekly throughout the school year giving staff members the opportunity to provide input in the planning of the SPSA, as well as the annual review and update. Other specialized groups responsible for assisting with the planning, review and update of the plan included SSC, ELAC, PTSA, and our Student Council. These committees met less frequently, approximately once a month to every other month, but included other important stakeholders, such as parents and students. School Site Council met on the following dates during the 2020-2021 school year: October 1 and November 3, 2021. Then again on January 12, February 2, March 9, April 13, and May 4, 2022. Ultimately, all members of the school community were encouraged to share ideas, give input and assist in the development and revision of the plan.

Resource Inequities

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

There are no resource inequities identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.8%	0.8%	0.56%	4	4	3
African American	9.82%	11.3%	9.91%	49	54	53
Asian	9.42%	9.0%	9.72%	47	43	52
Filipino	3.01%	3.1%	4.11%	15	15	22
Hispanic/Latino	52.1%	54.7%	54.58%	260	261	292
Pacific Islander	1.6%	1.5%	0.75%	8	7	4
White	17.03%	13.2%	14.21%	85	63	76
Multiple/No Response	5.81%	6.3%	5.61%	29	30	30
Total Enrollment				499	477	535

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	48	43	60
Grade 1	48	50	51
Grade 2	48	47	61
Grade 3	52	49	50
Grade 4	62	59	68
Grade 5	58	61	66
Grade 6	60	65	63
Grade 7	49	46	66
Grade 8	74	57	50
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	499	477	535

Conclusions based on this data:

1. Student enrollment increased by approximately 12% in the 2021-2022 school year.

2. By far, the Hispanic/Latino subgroup is the largest group of students at Colonial Heights.

3. Grade 4 made up more students than any other grade level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	53	51	48	10.6%	10.70%	9.0%
Fluent English Proficient (FEP)	36	35	36	7.2%	7.30%	6.7%
Reclassified Fluent English Proficient	16	4		21.9%	0.80%	

Conclusions based on this data:

1. The number of English Learners continues to decrease each year.
2. The number of Fluent English Proficient students has remained steady the past three years.
3. We saw a significant number of English Learners reclassified in 2019-2020.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	50		69	50		69	50		98.6	100.0	
Grade 4	62	58		61	57		61	57		98.4	98.3	
Grade 5	57	63		57	62		57	62		100	98.4	
Grade 6	64	65		64	65		64	65		100	100.0	
Grade 7	73	47		71	46		71	45		97.3	97.9	
Grade 8	52	56		52	55		52	55		100	98.2	
Grade 11												
All Grades	378	339		374	335		374	334		98.9	98.8	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2396.	2375.		13.04	8.00		18.84	16.00		33.33	30.00		34.78	46.00	
Grade 4	2433.	2424.		9.84	12.28		24.59	14.04		24.59	28.07		40.98	45.61	
Grade 5	2469.	2459.		12.28	6.45		28.07	27.42		22.81	27.42		36.84	38.71	
Grade 6	2498.	2463.		1.56	4.62		40.63	20.00		28.13	23.08		29.69	52.31	
Grade 7	2525.	2497.		9.86	2.22		26.76	26.67		30.99	28.89		32.39	42.22	
Grade 8	2533.	2513.		1.92	3.64		38.46	21.82		25.00	41.82		34.62	32.73	
Grade 11															
All Grades	N/A	N/A	N/A	8.29	6.29		29.14	20.96		27.81	29.64		34.76	43.11	

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.84	10.00		47.83	52.00		33.33	38.00	
Grade 4	16.39	7.02		52.46	57.89		31.15	35.09	
Grade 5	15.79	6.45		50.88	66.13		33.33	27.42	
Grade 6	12.50	3.08		50.00	50.77		37.50	46.15	
Grade 7	12.68	4.55		45.07	56.82		42.25	38.64	
Grade 8	7.69	7.27		44.23	61.82		48.08	30.91	
Grade 11									
All Grades	14.17	6.31		48.40	57.66		37.43	36.04	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	4.00		50.72	52.00		34.78	44.00	
Grade 4	6.56	7.02		50.82	54.39		42.62	38.60	
Grade 5	21.05	3.28		52.63	60.66		26.32	36.07	
Grade 6	10.94	3.08		51.56	43.08		37.50	53.85	
Grade 7	19.72	4.55		57.75	52.27		22.54	43.18	
Grade 8	13.46	10.91		67.31	61.82		19.23	27.27	
Grade 11									
All Grades	14.44	5.42		54.81	53.92		30.75	40.66	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.04	6.00		56.52	66.00		30.43	28.00	
Grade 4	8.20	8.77		62.30	70.18		29.51	21.05	
Grade 5	10.53	4.84		57.89	83.87		31.58	11.29	
Grade 6	7.81	4.62		68.75	61.54		23.44	33.85	
Grade 7	12.68	2.27		60.56	70.45		26.76	27.27	
Grade 8	11.54	5.45		59.62	61.82		28.85	32.73	
Grade 11									
All Grades	10.70	5.41		60.96	69.07		28.34	25.53	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.14	8.00		57.97	62.00		31.88	30.00	
Grade 4	11.48	12.28		54.10	66.67		34.43	21.05	
Grade 5	14.04	8.06		49.12	64.52		36.84	27.42	
Grade 6	17.19	10.77		53.13	64.62		29.69	24.62	
Grade 7	16.90	15.56		49.30	71.11		33.80	13.33	
Grade 8	11.54	10.91		55.77	67.27		32.69	21.82	
Grade 11									
All Grades	13.64	10.78		53.21	65.87		33.16	23.35	

2019-20 Data:

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Conclusions based on this data:

1. Although the number of students meeting or exceeding grade level standards decreased in 2020-2021, there was a slight increase in ELA on the 2021-2022 CAASPP.
2. Approximately 1/2-2/3 of our students are scoring "At" or "Near Standard" in Reading and Writing.
3. Students scored higher in the domains of Research/inquiry and Listening than they did in Reading and Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	50		69	50		69	50		98.6	100.0	
Grade 4	62	58		61	57		61	57		98.4	98.3	
Grade 5	57	63		57	62		57	62		100	98.4	
Grade 6	64	65		64	65		64	65		100	100.0	
Grade 7	73	47		71	45		71	45		97.3	95.7	
Grade 8	52	56		52	55		52	55		100	98.2	
Grade 11												
All Grades	378	339		374	334		374	334		98.9	98.5	

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2409.	2358.		8.70	4.00		26.09	14.00		36.23	16.00		28.99	66.00	
Grade 4	2421.	2403.		0.00	3.51		19.67	12.28		40.98	33.33		39.34	50.88	
Grade 5	2464.	2430.		12.28	4.84		19.30	6.45		28.07	25.81		40.35	62.90	
Grade 6	2474.	2414.		6.25	1.54		14.06	6.15		31.25	23.08		48.44	69.23	
Grade 7	2493.	2458.		4.23	2.22		22.54	13.33		23.94	24.44		49.30	60.00	
Grade 8	2495.	2455.		5.77	1.82		11.54	3.64		38.46	21.82		44.23	72.73	
Grade 11															
All Grades	N/A	N/A	N/A	6.15	2.99		19.25	8.98		32.89	24.25		41.71	63.77	

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.84	6.00		42.03	34.00		39.13	60.00	
Grade 4	4.92	3.51		39.34	29.82		55.74	66.67	
Grade 5	17.54	3.23		33.33	32.26		49.12	64.52	
Grade 6	9.38	1.54		32.81	32.31		57.81	66.15	
Grade 7	5.63	2.22		42.25	46.67		52.11	51.11	
Grade 8	7.69	5.45		28.85	34.55		63.46	60.00	
Grade 11									
All Grades	10.70	3.59		36.90	34.43		52.41	61.98	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	4.00		50.72	28.00		34.78	68.00	
Grade 4	4.92	5.26		40.98	43.86		54.10	50.88	
Grade 5	14.04	3.23		36.84	46.77		49.12	50.00	
Grade 6	12.50	1.54		37.50	24.62		50.00	73.85	
Grade 7	9.86	4.44		43.66	42.22		46.48	53.33	
Grade 8	5.77	1.82		57.69	50.91		36.54	47.27	
Grade 11									
All Grades	10.43	3.29		44.39	39.22		45.19	57.49	

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	6.00		62.32	60.00		23.19	34.00	
Grade 4	4.92	7.02		47.54	49.12		47.54	43.86	
Grade 5	7.02	4.84		47.37	54.84		45.61	40.32	
Grade 6	6.25	3.08		43.75	55.38		50.00	41.54	
Grade 7	8.45	0.00		59.15	62.22		32.39	37.78	
Grade 8	9.62	1.82		44.23	69.09		46.15	29.09	
Grade 11									
All Grades	8.56	3.89		51.34	58.08		40.11	38.02	

2019-20 Data:

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Conclusions based on this data:

1. Although the number of students meeting or exceeding grade level standards decreased significantly in 2020-2021, there was a slight increase in Math on the 2021-2022 CAASPP.
2. Approximately 2/3 of our students in grades 3rd-8th are not meeting standards in Math.
3. There are more middle schoolers not meeting standards in Math compared to any other grade level.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		5	*	
1	*	*		*	*		*	*		8	6	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		9	6	
4	*	*		*	*		*	*		7	6	
5	*	*		*	*		*	*		8	4	
6	*	*		*	*		*	*		7	4	
7	1534.8	*		1517.1	*		1552.0	*		14	8	
8	*	*		*	*		*	*		7	9	
All Grades										67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	14.29	*		28.57	*		57.14	*		0.00	*		14	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	32.84	6.12		38.81	28.57		26.87	53.06		1.49	12.24		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	21.43	*		42.86	*		35.71	*		0.00	*		14	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	32.84	12.24		44.78	38.78		17.91	38.78		4.48	10.20		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	21.43	*		21.43	*		35.71	*		21.43	*		14	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	20.90	4.08		40.30	20.41		26.87	51.02		11.94	24.49		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	14.29	*		78.57	*		7.14	*		14	*	
8	*	*		*	*		*	*		*	*	
All Grades	25.37	8.16		67.16	77.55		7.46	14.29		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	42.86	*		57.14	*		0.00	*		14	*	
8	*	*		*	*		*	*		*	*	
All Grades	40.30	24.49		55.22	59.18		4.48	16.33		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	7.14	*		50.00	*		42.86	*		14	*	
8	*	*		*	*		*	*		*	*	
All Grades	22.39	12.24		56.72	46.94		20.90	40.82		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	14.29	*		85.71	*		0.00	*		14	*	
8	*	*		*	*		*	*		*	*	
All Grades	29.85	8.16		68.66	79.59		1.49	12.24		67	49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students taking the ELPAC continues to decline.
2. The greatest number of English Learners is in 7th-8th grades.
3. There was a significant decrease in the number of students scoring a 3 or a 4 between the 2018-2019 and the 2020-2021 school years.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	74.0	10.7	2.1
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	10.7
Foster Youth	10	2.1
Homeless	5	1.0
Socioeconomically Disadvantaged	353	74.0
Students with Disabilities	75	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	11.3
American Indian or Alaska Native	4	0.8
Asian	43	9.0
Filipino	15	3.1
Hispanic	261	54.7
Two or More Races	30	6.3
Native Hawaiian or Pacific Islander	7	1.5
White	63	13.2

Conclusions based on this data:

- 1.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="188 667 479 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="708 667 914 699">Graduation Rate</p>	<p data-bbox="1179 667 1385 699">Suspension Rate</p>  <p data-bbox="1247 747 1336 779">Yellow</p>
<p data-bbox="253 863 410 894">Mathematics</p>  <p data-bbox="289 942 378 974">Orange</p>	<p data-bbox="675 863 946 894">Chronic Absenteeism</p>  <p data-bbox="768 942 857 974">Yellow</p>	
<p data-bbox="155 1058 508 1089">English Learner Progress</p>		
<p data-bbox="237 1253 427 1285">College/Career</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

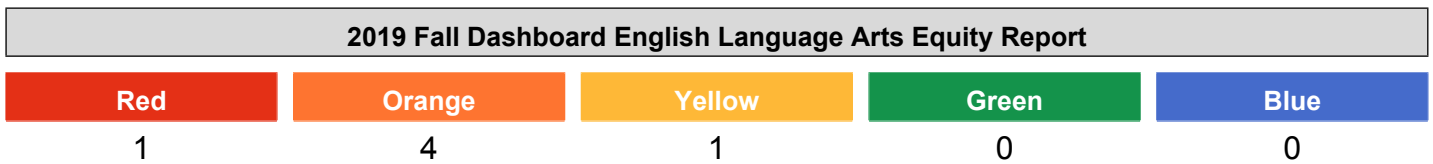
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 33.7 points below standard Declined -5.7 points 355	<p>English Learners</p> Yellow 26.4 points below standard Increased ++11.1 points 65	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 43.5 points below standard Declined -8.1 points 290	<p>Students with Disabilities</p> Red 123.4 points below standard Declined -12.9 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 66.1 points below standard Declined -12.5 points 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 13.3 points below standard Declined -6.4 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.8 points below standard Maintained -2.7 points 197	 No Performance Color 55.2 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 18.7 points below standard Maintained -1 points 57

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
51.7 points below standard Declined -3.8 points 51	65.7 points above standard Increased Significantly +17.7 points 14	37 points below standard Declined -8.5 points 280

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

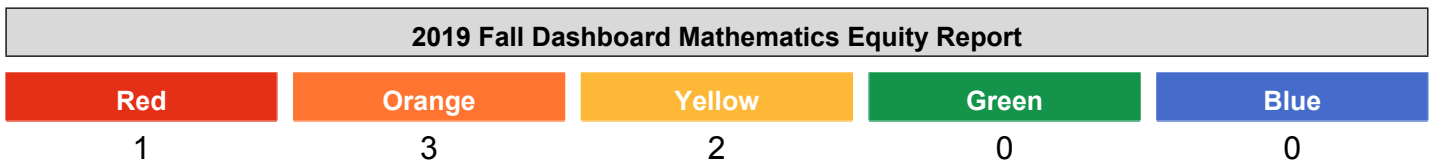
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 63.6 points below standard Maintained ++2.1 points 355	<p>English Learners</p> Yellow 63.4 points below standard Increased ++4.3 points 65	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 71.1 points below standard Maintained ++1.4 points 290	<p>Students with Disabilities</p> Red 157.7 points below standard Declined -9 points 59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 78.1 points below standard Increased Significantly ++10.8 points 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 37.2 points below standard Maintained -1.3 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.5 points below standard Maintained ++1.8 points 197	 No Performance Color 50.7 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 53.4 points below standard Maintained -1 points 57

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
84.7 points below standard Declined -7.2 points 51	14 points above standard Increased Significantly ++20.6 points 14	64.2 points below standard Increased ++4.4 points 280

Conclusions based on this data:

- 1.

School and Student Performance Data

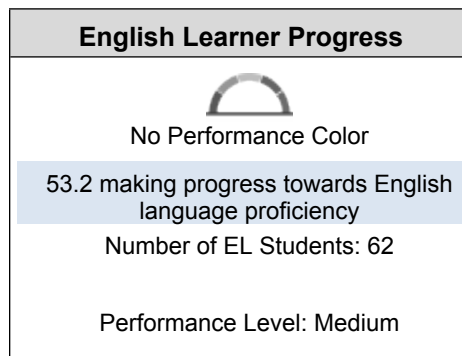
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.1	22.5	8.0	45.1

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

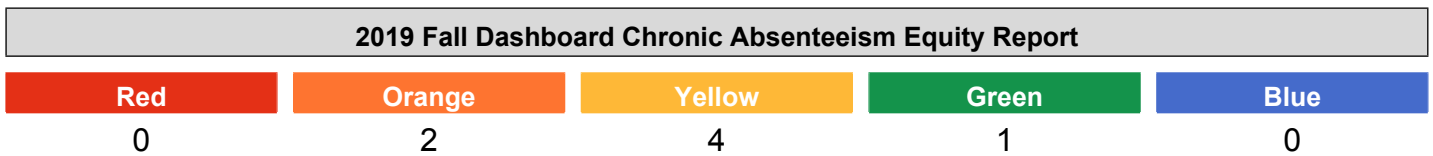
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>12.3</p> <p>Declined Significantly -3.2</p> <p>546</p>	<p>English Learners</p> <p>Yellow</p> <p>6.4</p> <p>Maintained -0.2</p> <p>78</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.9</p> <p>Declined Significantly -4.2</p> <p>447</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>12.4</p> <p>Declined -6</p> <p>89</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 No Performance Color
20.3	Less than 11 Students - Data Not Displayed for Privacy	4	0
Declined -14.1	3	Declined -1.9	Maintained 0
59		50	16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 Orange
13.1	12.9	Less than 11 Students - Data Not Displayed for Privacy	10.1
Declined -2.2	Increased +8.1	9	Increased +1.2
289	31		89

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

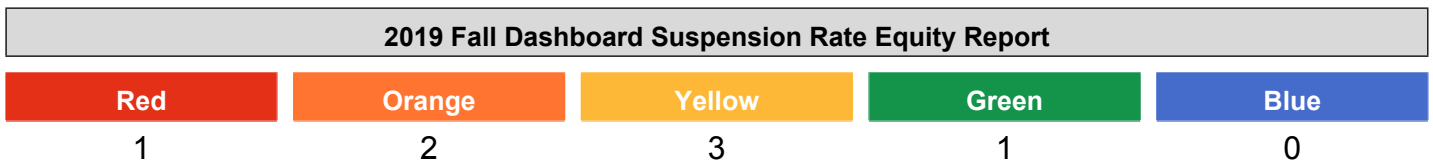
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.6</p> <p>Declined Significantly -3.9</p> <p>561</p>	<p>English Learners</p> <p>Yellow</p> <p>4.9</p> <p>Declined -2.5</p> <p>81</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.6</p> <p>Declined Significantly -5.7</p> <p>458</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>7.7</p> <p>Declined -4.3</p> <p>91</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13.6 Declined -8.9 59	 No Performance Color Less than 11 Students - Data 3	 Green 2 Declined -3.7 51	 No Performance Color 12.5 Increased +12.5 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.7 Declined Significantly -2.9 300	 No Performance Color 12.5 Declined -20.8 32	 No Performance Color Less than 11 Students - Data 9	 Red 7.7 Maintained +0.1 91

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.5	6.6

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 1

Decrease the number of students, in grades 1st-8th, reading below grade level while improving the percentage of students meeting or exceeding benchmark standards.

Identified Need

Grade level reading proficiency is imperative in order for students to first learn to read and then read to learn. If students in younger grades have a weak grasp of the first four elements of reading-phonics, phonemic awareness, fluency, and vocabulary, they will clearly struggle with the fifth element of comprehension. The CCSS require students to read increasingly complex texts while not only understanding the content but being able to articulate reasoned responses to prompts and questions based on the content.

The CAASPP Summative Assessment is one indicator used to determine whether students are meeting or exceeding grade level standards and further developing comprehension skills. According to the 2021-2022 CAASPP results, only 31% of 3rd-8th grade Colonial Heights students were meeting or exceeding grade level standards.

Also, according to a local measure used to assess student reading fluency, DIBELS-8, approximately half of our students in grades 1st -3rd scored at or above benchmark at the beginning of the 22-23 school year.

Results from both assessments indicate a need for continued improvement in the number of all K-8 students meeting each year's grade specific standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 CAASPP Summative Assessment 22-23 DIBELS 8th Edition	<p>The percentage of students meeting or exceeding ELA standards in each grade level:</p> <p>3rd- 19%</p> <p>4th- 46%</p> <p>5th- 37%</p> <p>6th- 35%</p> <p>7th- 24%</p> <p>8th- 21%</p> <p>The percentage of students at or above benchmark in each grade level:</p> <p>1st- 43%</p> <p>2nd- 69%</p> <p>3rd- 54%</p>	<p>The percentage of 3rd-8th students meeting or exceeding standards will increase by 6%.</p> <p>The percentage of 1st-3rd students scoring at or above benchmark will increase to 75%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students to be served by this strategy/activity include all students.

Strategy/Activity

1.1 Allow teachers opportunity for professional development and peer observation improving the overall quality of Tier I instruction in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in K-3

Strategy/Activity

1.2 Provide 30 minutes daily small group instruction based on students' identified needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in K-4

Strategy/Activity

1.3 Provide intervention services through Title I teacher and intervention teacher using Wonder Works and Orton-Gillingham strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Offer students a wide variety of reading materials, both fiction and nonfiction, within students' reading level, as well as literacy activities to increase achievement in reading and writing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Purchase supplemental materials to support differentiated instruction including RAZ Kids, IMSE, and other District approved programs and materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,500

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

K-4 students in need of additional reading support

Strategy/Activity

1.6 A full-time instructional aide will assist the Title I and classroom teachers in providing reading support to students in need of extra support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

27,065

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

K-8 students in need of additional reading support

Strategy/Activity

A part-time reading intervention teacher will provide additional reading support for identified students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21,250

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students needing additional support in reading and writing

Strategy/Activity

1.7 Teachers may stay beyond hours to tutor students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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.

Improving students' achievement in reading and writing has been a long term goal of Colonial Heights School. Reviewing data from the 21-22 CAASPP, the vast majority of students in grades 3rd-8th, are still not reading at grade level. Although we saw an increase of 4%, we still have much work to do in reducing the number of students needing intensive reading support. The same is true of students in grades 1st-3rd, where DIBELS is used as an indicator of future reading success. Looking at beginning of the year scores for the 22-23 school year, 1/3-1/2 of students in the primary grades are below benchmark with the greatest number of struggling students in the 1st grade. Upon further investigation, we found eight of our 1st graders never attended kindergarten. These students are significantly behind their peers. We will continue to work with all of our struggling students this year during small group time and with the support of our Title I teacher, part-time reading intervention teacher, and paraprofessional with the goal of improving student's reading fluency. We will also look to strengthen teacher's capacity by providing adequate training and support in the area of whole group and small group reading instruction. Further, we will ensure students have access to high quality books, supplies, and materials allowing them greater opportunities for success.

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

We purchased a large variety of books for our library and classrooms. We also purchased materials to support reading instruction in the classroom and in Title I. Unfortunately, teachers were not able to be given release time for academic conferencing nor were they able to participate in any professional development during the school day due to a lack of substitute teachers. Although, not to the same extent, I anticipate this to be an issue this year as well. Also this year, we hope to use i-Ready data to help us set 6 week goals for after school tutoring groups.

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

We will continue to use DIBELS throughout the school year to identify students needing additional instructional support. We will also learn to use i-Ready diagnostic results to identify trends and inform priorities and next steps. as well as end of year CAASPP data for grades 3rd-8th to evaluate progress toward goals and instructional effectiveness.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 2

Goal 2: At minimum, a quarter of students in grades K-8th, will be at grade level in mathematics by the end of the 22-23 school year.

Identified Need

According to 2021-2022 CAASPP results, math is still an area of major concern with only 19% of our 3rd-8th graders meeting grade level state standards. Although this is up 7% from the following year, low scores continue to be a trend on the state-wide assessment as well as local measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 CAASPP Summative Assessment 22-23 i-Ready Diagnostic Assessment	The percentage of students meeting or exceeding Mathematics standards, according to the 21-22 CAASPP, in each grade level: 3rd- 29% 4th- 36% 5th- 13% 6th- 11% 7th- 14% 8th- 08% The percentage of students meeting or exceeding Mathematics standards, according to i-Ready Diagnostic #1, in each grade level: 2nd- 6% 3rd- 2% 4th- 13% 5th- 15% 6th- 6% 7th- 10% 8th- 9%	The overall percentage of students scoring at or above grade level on the CAASPP, will increase by 6%. Students scoring at or above grade level, in each grade, according to the i-Ready Diagnostic Assessment, will be at a minimum of 25% by the end of the 22-23 school year.

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 in grades K-8th

Strategy/Activity

2.1 Teachers and administrators will participate in professional learning, which may include peer observations of colleagues at Colonial Heights and other schools in LUSD to improve instructional practice, as well as time for collaboration and data analysis. Teachers will be compensated for professional learning outside of the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students needing additional support in mathematics

Strategy/Activity

2.2 Teachers may stay beyond school hours to tutor students in mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Teachers will have access to manipulatives, teacher resource books, and other materials and/or programs needed to provide differentiated instruction for their students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in 4th and 6th grades

Strategy/Activity

2.4 Eligible students will participate in 90 min/ wkly. tutoring provided by Math Corps.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,069.

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

2nd-5th grade students

Strategy/Activity

2.5 Teachers will utilize Reflex, a computer based program, to strengthen students basic math fact fluency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000.

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.6 Students will have the opportunity to engage in field trips and school presentations provided by outside agencies to extend their learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,000

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students have historically scored lower in mathematics compared to English Language Arts. According to a 5-year comparison of preliminary CAASPP results, the percentage of students meeting or exceeding standards in mathematics has been 25% or less each year from 2016-present. This number increased slightly from 12% the year prior to 19% of students in grades 3rd-8th scoring at or above grade level last spring. However, there is no argument that the number of students meeting grade level standards is still much too low. While the standards set grade-specific goals, they do not define how the standards should be taught or which materials should be used to support students. The actions and strategies outlined in this year's plan focus on improving teacher capacity, supporting teachers in discussions focused on assessment data and proven teaching methods to improve classroom instruction and student's mathematical understanding.

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

Money is still being set aside for teacher observations and professional learning with the hope that teachers will participate in SVMl trainings throughout the school year. Teachers will also dedicate more instructional time to math as well as utilize material and implement strategies learned from SVMl.

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

This goal continues to focus on the percentage of students meeting or exceeding standards in mathematics.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: LUSD will improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 3

Increase the number of Students with Disabilities meeting or exceeding standards in ELA and Mathematics.

Identified Need

Historically, our special education students have scored far lower than any other subgroup at Colonial Heights. Students with identified learning disabilities or other health impairments must be afforded the same opportunities as their general education peers including being exposed to grade level standards and high performance expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 CAASPP Summative Assessment	N/A- Not available	Increase the number of special education students meeting and/or exceeding grade level standards.

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

3.1 Teachers and administration will continue to become familiar with the Universal Design for Learning (UDL) Framework and best practices for inclusion of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SPED Students

Strategy/Activity

3.2 Learning Center teachers and staff will work to provide more push-in services, lessening the amount of time SPED students spend outside of their general education 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.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.3 Teachers will have additional time to look at data, collaborate and plan to differentiated instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

7th-8th graders on an IEP.

Strategy/Activity

3.4 Teachers will provide after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,530

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.5 Teachers will have access to manipulatives, teacher resource books, programs, and other materials and/or programs needed to provide differentiated instruction for their students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students in special education have inherently scored lower in both ELA and mathematics compared to students in general education. However the discrepancy in scores is far too great. When comparing CAASPP data from the past 6 years, students in special education have scored lower than any other significant subgroup. Last school year, less than 10% of students in this subgroup were meeting or exceeding standards. Our special education students need to spend more time in their general education classrooms learning alongside their non-disabled peers. This means assisting teachers in designing more inclusive classrooms where students are given the support they need to access grade level material, whether this be through push-in support by a special education teacher or paraprofessional and/or certain modifications and accommodations to curriculum and assignments.

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

Students in this particular subgroup continue to score well below their grade level peers.

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.

Although CAASPP data for this particular subgroup is not available through the California Educator Reporting System (CERS), local indicators prove this particular subgroup continues to score well below any other subgroup.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will have a safe and supportive school environment to promote academic achievement and physical and emotional health.

Goal 4

The percentage of students reporting positive responses in Academic Challenge and Culture on the Youth Truth Survey will increase to a minimum of 75%.

Identified Need

According to the 2022 Youth Truth Student Survey, 49% of 5th-8th graders believe they're being academically challenged at Colonial Heights School and only 23% of them feel the overall school culture and learning environment is positive. If students do not feel safe nor supported at school, they are less likely to achieve academically.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 Youth Truth Student Survey	Academic Challenge: 5th-8th grade: 49% positive responses Culture: 5th-8th grade: 23% positive responses *Students in grades K-4 are not surveyed	Increase in the number of positive responses, in both areas, to a minimum of 75%.

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 Students will continue to be recognized for accomplishments/improvements in behavior/character, attendance, and academics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.2 Teachers, staff, and administration will continue to implement restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 School facilities including classrooms, materials, and supplies will represent and celebrate students of all backgrounds, cultures, and ethnicities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students need more/less support in the classroom

Strategy/Activity

4.4 Implement small groups as a way to differentiate instruction for students in need of either an extension of the curriculum or more support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.5 Counselor will use materials and curriculum backed by the ASCA to maximize student success and promote access and equity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500

Source(s)

Title I Part A: Allocation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students in 7th-8th grades

Strategy/Activity

4.6 Continue to offer middle school students access to rigorous, standards based courses including a variety of electives and a weekly advisory period.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.7 Offer students opportunities to extend their learning and improve their social experiences through a variety of clubs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.8 A full-time counselor will provide school based counseling services to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,472

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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.

This year, we saw students facing an even greater increase in social emotional and behavioral challenges brought on by the pandemic. The grief, anxiety, and depression our students felt during the 18 months of school closure showed in a variety of ways this year. We saw a huge increase in the number of suspensions related to violence as well as other behavior infractions. In addition, students struggled to establish and maintain relationships with their peers. All of this affected students' learning and sense of communal support at school.

On top of addressing these needs, teachers found themselves struggling to address issues of learning loss while still moving forward. Many students returned with huge gaps in their learning. Teachers worked to "fill holes" while still adhering to curriculum demands and exposing students to grade level content standards. Strategies and actions identified to support this goal include continuing to implement restorative practices, recognizing students for their accomplishments in

academics, attendance and behavior, addressing students' academic needs in small groups, and making sure the school's media outlets and news celebrates students of all backgrounds, cultures, and ethnicities. New this year, we will bring back student clubs and a middle school advisory period dedicated to social emotional learning in addition to academics.

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

Teachers continued to hold restorative circles weekly. We also continued to recognize students at our Friday Flag Salutes for achievements in either academics, attendance, and/or behavior. Students regularly attended counseling sessions, both individually and within group settings, and our counselor supported many students and families in need of social-emotional support as heightened needs were presented due to conditions brought on by the pandemic.

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

This year, we will get back to awarding/ recognizing students with good attendance as our attendance rates were at an all time low of just 71%. Our school-wide goal has always been 95% or higher. Also, we will continue to recognize students for accomplishments in academics and behavior as well as support our families still feeling the effects of the pandemic. Additional counseling services will mean more support for these families and our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 5

The response rate for the Youth Truth Family Survey will increase by a minimum of 34%, representing responses from at least half of our families.

Identified Need

The 2022 Youth Truth Family Survey had a 38% response rate, down from 54% in the previous school year. Families' perceptions of school culture, engagement and relationships is important in that it provides us feedback on areas of improvement and helps school staff to work collaboratively with parents to support students' well-being and academic achievement. By improving our response rate, we will better understand our families' needs and in turn better serve them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22-23 Youth Truth Family Survey	38% response rate for families	Increase number of families responding to the survey by a minimum of 37%

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

5.1 Offer parents an incentive to take the family survey during Spring conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.2 Use Parent Square consistently to send messages to families and inform them of events and other important information pertinent to the school or their child.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.3 Allow for parents to become more actively involved in committees and/or councils on the school site by regularly inviting them to meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.4 Increase number of parents accessing Parent Square, Colonial Heights' Facebook page, and Instagram by reaching out during Back to School Night, parent-teacher conferences, and phone calls.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.5 Invite families to school for a variety of student/family events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.

Source(s)

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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.

Parent involvement overall has suffered due to the pandemic and restrictions placed upon schools. It wasn't until this spring, when families were allowed back on school campuses. Last year, events such as parent-teacher conferences and Back to School Night were held virtually. We were able to hold one PTSA event, a movie night, and two other spring events: Young Writer's Showcase for K-2 and our Talent Show for all grade levels. This once again affected our ability to build and maintain strong relationships with our families.

We continue to work hard to build memorable events for our students and continue to look for better ways to share these with our families. Currently, we have approximately 210 followers on our school's Instagram page and 172 following our PTSA's Instagram page. In addition, we have 436 parents signed up for Parent Square. Colonial Heights also registered for a Facebook and Twitter account this year as well. We will continue to use these platforms as our primary means for communicating with our families. We will also continue to offer parent-teacher conferences virtually as well as in-person, allowing for more participation.

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

Originally, I believed we would finally have many more opportunities to invite families onto the Colonial Heights campus, but unfortunately with random COVID surges throughout the year we were forced to limit visitors. This included cancelling Back to School Night and requiring fall

conferences to be held virtually. I am sure this was the greatest factor contributing to the decrease in the number of family responses we received on the 2022 Youth Truth Survey. Although we sent numerous Parent Square messages and every teacher encouraged parents to participate in the survey during conferences, our response rate only included 79 families, down from 254 families the previous year. Most families were "over" the whole virtual thing by this point. Also, we did not spend the amount budgeted towards this goal as we were unable to hold many of the events we'd planned.

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

We will continue to strive for improved communication with our families with a goal of increasing the number of families accessing our platforms, attending school events, and accessing the Youth Truth Survey.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$124,112
Total Carryover Funds	84,281
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,586.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$207,086.00
Title I Part A: Parent Involvement	\$3,500.00

Subtotal of additional federal funds included for this school: \$210,586.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$210,586.00

School Site Council Membership

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

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

Name of Members	Role
Nicole Merolla	Principal
Genevieve Lucaccini	Classroom Teacher
Vivian Tran	Classroom Teacher
Amy Ricci	Classroom Teacher
Cassandra Church	Other School Staff
Desirae Lopez	Parent or Community Member
Rhiannon Crook	Parent or Community Member
Caroline Smith	Parent or Community Member
Shelby Brown	Parent or Community Member
Cristal Cisneros	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 10/11/2022.

Attested:



Principal, Nicole Merolla on 10/13/22



SSC Chairperson, Shelby Brown on 10/13/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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