

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
Claudia Landeen Elementary School	39685696104020	10-12-22	

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.

The purpose of this plan is to detail the strategies for improving outcomes for all students, addressing the learning loss of students due to the COVID-19 pandemic, and closing the opportunity gap of subgroups of students.

Goal 1: The percentage of students meeting standards in English Language Arts will increase as evidenced by multiple measures (CAASPP and local assessments). The actions and services in Goal 1 are primarily focused on providing reading intervention support.

Goal 2: The percentage of students meeting standards in math will increase as evidenced by CAASPP and local assessments.

Goal 3: K-6 teachers will implement a plan to provide daily writing instruction and practice with English Learners.

Goal 4: Families will be afforded opportunities to engage with and learn about school processes, how to support their child's academics, and learn from presentations and events that help support them as caregivers.

Goal 5: Trauma informed practices will be implemented to address students' social and emotional learning and mental health needs.

Goal 6: Students in grades kindergarten through eighth grade will have access to instruction, resources, and opportunities to better prepare them for high school and college and career.

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).

The Youth Truth Survey was administered to students, staff, and families in grades five, seven, and eight in February 2022.

Student engagement in grades 5-8 increased to the 96th percentile. The greatest decreases were in belonging (18th percentile) and relationships (78th percentile). In grades 7-8, average ratings on academic challenge increased to the 55th percentile but culture decreased to the 35th percentile. All average key ratings increased from the family survey and ranked between the 86th and 98th percentile. The exception was safety. In the area of safety, the average key rating dropped to the 81st percentile.

During discussions with School Site Council, ELAC, and PTSA, parents noted great concerns over homeless populations creating camps along the fence line of the school, some noted concerns on the rise of drug use on campus because their child had been exposed to drug use or offered drugs, some noted the concerns over the increased vandalism in student restrooms, and some noted concerns and some noted concerns over COVID.

Staff ratings in engagement, relationships, and culture increased from last year and ranged from the 83rd - 97th percentile. The staff's ratings decreased in the areas of professional development and safety. During discussions at Leadership and Staff Meetings, the staff shared how professional development was not consistent or meaningful. They also shared that their concerns over safety were mostly due to the homeless camps along the school fence line but also shared the weight of ongoing COVID concerns.

Classroom Observations

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

During the school year, administrators observed classrooms weekly. All teachers were collaborating with Wellness Center team to implement whole class counseling as a Tier 1 intervention for social and emotional health. All teachers were maintaining regular communication with parents through Parent Square, except kindergarten used SeeSaw. Teachers were attempting to do quick reviews of standards not mastered during distance learning and provide a quick on-ramp to grade level material. All teachers had times throughout the day they met with students individually or in small groups to provide intervention. In grades 5-8 teachers were focusing on AVID strategies. All teachers were spending more time than usual on addressing social issues.

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)

As a school and district we use district assessments (including, but not limited to: iReady and Amplify) and state assessments (ELPAC, CAASSP) to determine placement, monitor progress, and modify instruction to improve student progress and achievements.

This information is reviewed by teachers, students, and families at parent conferences and when necessary to support learning.

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

The data received from the assessments (both district and state) are reviewed by our Leadership Team, in our staff meetings, and with families to better support and modify instructions. This data is provided in a user friendly approach, which makes it easy to read and follow by any stakeholder.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our district takes pride in hiring highly qualified certificated staff. All the classes at Claudia Landeen are taught by credentialed staff members. Some of our teachers are still going through inductions, which allows them to clear their credentials.

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

All our adopted curriculum is aligned with state standards and is board approved. Staff is offered opportunities through site and district to attend professional developments to better support curriculum and content knowledge.

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

Our grade-level team meetings and grade-level district wide collaboration time, as well as targeted professional development are used to analyze and interpret meaningful and measurable data. The goal is to improve student performances.

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

Teachers are supported with content and curriculum by our site based specialist (tech, science, and math), our coordinator of curriculum and instruction, and our director of instructional services.

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

Teachers are able to collaborate a couple Mondays a month with grade level teams. Additionally, District Wide grade level collaboration happens once a month for teachers to meet with grade level district staff to further conversations, collaborations, and support.

Teaching and Learning

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

All curriculum, materials, and content are aligned with state and district standards. When performance is not up to grade-level, students may receive interventions through small groups instruction using the approved curriculum.

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

Our school adheres to instructional minutes recommended. Additionally, students who are in need of additional support intervention and/or resources and allocated their support minutes.

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

Lesson pacing and interventions are taken into consideration with developing a master schedule. The goal is to increase the exposure to content and curriculum during the instructional time.

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

All students have access to standard-based instructional materials. Additionally, all students have one-to-one digital access.

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

Our school used standard-aligned instructional materials, including materials that are used with small group interventions.

Opportunity and Equal Educational Access

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

All Lincoln students have access to curriculum and content delivered through textbooks and/or electronic means. Additionally, students who underperform are given interventions and/or additional small group support.

Evidence-based educational practices to raise student achievement

Data is collected and disaggregated for teachers to analyze. Additionally, teachers are given opportunities to collaborate with site grade-level teams and through district wide collaboration days.

Parental Engagement

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

Parent/guardian participation is vital in making sure our school and district are addressing students needs. Through School Site Council, ELAC, and other parent/guardian information sessions are held to better support all students, especially under-achieving students.

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)

Our parent/guardian meetings help us inform and plan for school improvements that we should consider, which include addressing the needs of our underachieving students.

Funding

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

Funding for programs and supports that enable underperforming students to meet standards include site funds, district funds, Title 1 funds, and LCAP funding.

Fiscal support (EPC)

Funding is provided by using formula based allocations, which includes, but not limited to: lottery funds (site-based), general district funds, Title 1 funds, and LCAP funding.

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

Available data and a review of progress and challenges were reviewed with the following stakeholders:

English Learner Advisory Committee (ELAC) on September 27, October 25, March 21, and May 16;
Leadership Team on September 21, November 15, January 18, February 15, March 22, and April 26;

School Site Council (SSC) met on Oct 18, Nov. 9, Jan. 10, Feb. 15, Mar. 21, and May 23.

Resource Inequities

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

With the increased social emotional needs of students, the increased number of students who experience abuse (sexual, physical, or neglect) during distance learning, and the increased use of drugs by students, we were challenged to consistently provide in-depth services. The contracted outside agency, Child Abuse Prevention Council, had challenges with personnel. We were unable to provide after school bussing for students who wanted to stay for tutoring due to the driver shortage.

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	0.15%	%%	%%	1	%	%
African American	17.64%	16.8%	16.95%	115	100	91
Asian	10.58%	10.9%	10.61%	69	65	57
Filipino	2.45%	1.9%	2.61%	16	11	14
Hispanic/Latino	52.15%	54.0%	51.77%	340	321	278
Pacific Islander	1.07%	1.4%	1.30%	7	8	7
White	10.74%	9.1%	9.12%	70	54	49
Multiple/No Response	5.21%	4.9%	6.70%	34	29	36
Total Enrollment				652	594	537

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	66	51	51
Grade 1	73	56	49
Grade 2	75	61	68
Grade3	81	68	63
Grade 4	88	86	57
Grade 5	69	89	63
Grade 6	75	65	73
Grade 7	52	70	51
Grade 8	73	48	75
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	652	594	537

Conclusions based on this data:

1. Our numbers have decreased in the last 2 years.

2. We are still a minority majority school, with only 9% of our population being white.

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	104	99	100	16.0%	16.70%	18.6%
Fluent English Proficient (FEP)	44	46	31	6.7%	7.70%	5.8%
Reclassified Fluent English Proficient	9	6	4	9.5%	1.00%	5.2%

Conclusions based on this data:

1. Our EL population has stayed about the same in the last 3 years.
2. Our RFEP numbers are down by about 4%, which might be due to distance learning.

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	75	68	63	75	67	63	75	65	63	100	98.5	100
Grade 4	62	84	57	60	81	56	60	80	56	96.8	96.4	98.2
Grade 5	77	86	63	76	80	63	76	80	63	98.7	93.0	100
Grade 6	59	64	73	59	63	70	59	63	69	100	98.4	95.8
Grade 7	75	72	51	73	69	51	73	68	51	97.3	95.8	100
Grade 8	59	48	77	58	48	77	58	48	76	97.3	100.0	98.7
Grade 11												
All Grades	407	422	382	401	408	378	401	404	377	98.5	96.7	98.6

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	2389.	2353.	2362	9.33	4.62	6	21.33	12.31	19	33.33	26.15	18	36.00	56.92	57
Grade 4	2413.	2411.	2435	8.33	11.25	11	18.33	17.50	23	20.00	18.75	25	53.33	52.50	41
Grade 5	2448.	2448.	2453	6.58	6.25	8	18.42	22.50	27	21.05	30.00	14	53.95	41.25	51
Grade 6	2477.	2465.	2491	8.47	4.76	10	28.81	20.63	17	8.47	20.63	35	54.24	53.97	38
Grade 7	2556.	2506.	2506	17.81	10.29	6	36.99	29.41	31	21.92	19.12	21	23.29	41.18	42
Grade 8	2568.	2543.	2523	15.52	14.58	9	44.83	31.25	22	15.52	20.83	33	24.14	33.33	36
Grade 11															
All Grades	N/A	N/A	N/A	10.97	8.42		27.68	21.78		20.70	22.77		40.65	47.03	

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	12.00	1.54		49.33	55.38		38.67	43.08	
Grade 4	10.17	6.25		40.68	65.00		49.15	28.75	
Grade 5	11.84	5.00		42.11	65.00		46.05	30.00	
Grade 6	11.86	11.11		33.90	42.86		54.24	46.03	
Grade 7	12.33	16.18		58.90	41.18		28.77	42.65	
Grade 8	27.59	12.50		44.83	56.25		27.59	31.25	
Grade 11									
All Grades	14.00	8.42		45.50	54.95		40.50	36.63	

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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	5.33	1.59		50.67	39.68		44.00	58.73	
Grade 4	8.47	6.49		45.76	48.05		45.76	45.45	
Grade 5	10.53	7.50		42.11	48.75		47.37	43.75	
Grade 6	10.17	4.76		45.76	41.27		44.07	53.97	
Grade 7	34.25	14.71		42.47	52.94		23.29	32.35	
Grade 8	27.59	20.83		55.17	39.58		17.24	39.58	
Grade 11									
All Grades	16.00	8.77		46.75	45.61		37.25	45.61	

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	10.67	7.81		66.67	65.63		22.67	26.56	
Grade 4	16.95	8.86		55.93	67.09		27.12	24.05	
Grade 5	3.95	8.75		61.84	70.00		34.21	21.25	
Grade 6	10.17	9.52		59.32	65.08		30.51	25.40	
Grade 7	12.33	8.82		69.86	67.65		17.81	23.53	
Grade 8	15.52	14.58		67.24	62.50		17.24	22.92	
Grade 11									
All Grades	11.25	9.45		63.75	66.67		25.00	23.88	

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	10.67	6.15		52.00	66.15		37.33	27.69	
Grade 4	8.47	6.25		45.76	65.00		45.76	28.75	
Grade 5	13.16	8.75		40.79	58.75		46.05	32.50	
Grade 6	11.86	11.11		49.15	68.25		38.98	20.63	
Grade 7	31.51	14.71		53.42	61.76		15.07	23.53	
Grade 8	32.76	22.92		48.28	54.17		18.97	22.92	
Grade 11									
All Grades	18.00	10.89		48.25	62.62		33.75	26.49	

2019-20 Data:

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Conclusions based on this data:

1. Our percentage of students who "meet or exceed" standards in ELA are very low.

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	75	68		75	64		75	62		100	94.1	
Grade 4	62	83		59	81		59	79		95.2	97.6	
Grade 5	77	86		76	80		76	80		98.7	93.0	
Grade 6	59	64		58	63		58	63		98.3	98.4	
Grade 7	75	72		73	68		73	68		97.3	94.4	
Grade 8	59	48		58	48		58	48		98.3	100.0	
Grade 11												
All Grades	407	421		399	404		399	400		98	96.0	

* 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	2406.	2355.	2380	12.00	4.84	8	24.00	12.90	19	18.67	20.97	25	45.33	61.29	48
Grade 4	2424.	2411.	2429	3.39	5.06	7	22.03	17.72	16	27.12	21.52	41	47.46	55.70	36
Grade 5	2457.	2428.	2424	9.21	2.50	10	10.53	11.25	6	27.63	20.00	17	52.63	66.25	67
Grade 6	2456.	2432.	2474	10.34	3.17	8	10.34	11.11	13	22.41	17.46	31	56.90	68.25	48
Grade 7	2506.	2474.	2443	8.22	7.35	8	24.66	17.65	4	26.03	26.47	19	41.10	48.53	69
Grade 8	2513.	2473.	2470	12.07	10.42	4	15.52	8.33	8	29.31	25.00	23	43.10	56.25	65
Grade 11															
All Grades	N/A	N/A	N/A	9.27	5.25		18.05	13.50		25.06	21.75		47.62	59.50	

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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	16.00	4.84		34.67	30.65		49.33	64.52	
Grade 4	11.86	6.41		23.73	38.46		64.41	55.13	
Grade 5	13.16	0.00		26.32	37.50		60.53	62.50	
Grade 6	12.07	6.35		24.14	26.98		63.79	66.67	
Grade 7	12.33	10.29		36.99	44.12		50.68	45.59	
Grade 8	13.79	14.58		36.21	27.08		50.00	58.33	
Grade 11									
All Grades	13.28	6.52		30.58	34.84		56.14	58.65	

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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	17.33	9.68		45.33	32.26		37.33	58.06	
Grade 4	11.86	8.86		38.98	39.24		49.15	51.90	
Grade 5	7.89	5.00		38.16	41.25		53.95	53.75	
Grade 6	8.62	6.35		31.03	30.16		60.34	63.49	
Grade 7	13.70	5.88		50.68	42.65		35.62	51.47	
Grade 8	20.69	10.42		36.21	29.17		43.10	60.42	
Grade 11									
All Grades	13.28	7.50		40.60	36.50		46.12	56.00	

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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	14.67	8.06		56.00	59.68		29.33	32.26	
Grade 4	5.08	8.86		49.15	48.10		45.76	43.04	
Grade 5	7.89	6.25		42.11	46.25		50.00	47.50	
Grade 6	12.07	4.76		37.93	49.21		50.00	46.03	
Grade 7	12.33	7.35		60.27	70.59		27.40	22.06	
Grade 8	15.52	8.33		51.72	54.17		32.76	37.50	
Grade 11									
All Grades	11.28	7.25		49.87	54.25		38.85	38.50	

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. Our percentage of students who "meet or exceed" standards in math are even lower than ELA.

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	*	1409.4		*	1421.6		*	1380.6		10	14	
1	*	1390.7		*	1401.8		*	1379.0		8	11	
2	1472.2	*		1490.6	*		1453.4	*		13	8	
3	1491.8	1483.1		1493.1	1481.3		1490.2	1484.2		11	13	
4	1530.8	1483.5		1530.8	1490.9		1530.4	1475.5		13	11	
5	1525.0	1520.7		1509.3	1511.5		1540.1	1529.6		13	11	
6	1526.6	1509.8		1529.8	1514.3		1522.7	1505.2		12	11	
7	*	1512.8		*	1509.7		*	1515.2		5	12	
8	*	*		*	*		*	*		7	7	
All Grades										92	98	

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	*	14.29		*	21.43		*	35.71		*	28.57		*	14	
1	*	0.00		*	18.18		*	45.45		*	36.36		*	11	
2	0.00	*		38.46	*		61.54	*		0.00	*		13	*	
3	0.00	7.69		63.64	38.46		27.27	38.46		9.09	15.38		11	13	
4	38.46	0.00		38.46	36.36		23.08	36.36		0.00	27.27		13	11	
5	15.38	9.09		46.15	63.64		38.46	9.09		0.00	18.18		13	11	
6	25.00	18.18		25.00	9.09		33.33	45.45		16.67	27.27		12	11	
7	*	8.33		*	25.00		*	50.00		*	16.67		*	12	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	17.39	10.20		43.48	28.57		34.78	37.76		4.35	23.47		92	98	

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	*	14.29		*	21.43		*	35.71		*	28.57		*	14	
1	*	9.09		*	9.09		*	45.45		*	36.36		*	11	
2	15.38	*		76.92	*		7.69	*		0.00	*		13	*	
3	27.27	30.77		63.64	30.77		0.00	23.08		9.09	15.38		11	13	
4	61.54	27.27		30.77	45.45		0.00	9.09		7.69	18.18		13	11	
5	23.08	54.55		61.54	27.27		0.00	9.09		15.38	9.09		13	11	
6	33.33	27.27		50.00	45.45		8.33	9.09		8.33	18.18		12	11	
7	*	16.67		*	33.33		*	41.67		*	8.33		*	12	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	33.70	24.49		53.26	32.65		6.52	24.49		6.52	18.37		92	98	

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	*	14.29		*	28.57		*	35.71		*	21.43		*	14	
1	*	0.00		*	18.18		*	27.27		*	54.55		*	11	
2	0.00	*		23.08	*		53.85	*		23.08	*		13	*	
3	0.00	0.00		45.45	23.08		27.27	53.85		27.27	23.08		11	13	
4	15.38	0.00		30.77	18.18		30.77	27.27		23.08	54.55		13	11	
5	7.69	0.00		38.46	36.36		46.15	54.55		7.69	9.09		13	11	
6	0.00	9.09		25.00	9.09		33.33	18.18		41.67	63.64		12	11	
7	*	0.00		*	16.67		*	50.00		*	33.33		*	12	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.43	4.08		33.70	20.41		38.04	39.80		22.83	35.71		92	98	

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	*	14.29		*	71.43		*	14.29		*	14	
1	*	18.18		*	45.45		*	36.36		*	11	
2	15.38	*		84.62	*		0.00	*		13	*	
3	0.00	15.38		90.91	84.62		9.09	0.00		11	13	
4	53.85	36.36		46.15	45.45		0.00	18.18		13	11	
5	0.00	0.00		84.62	90.91		15.38	9.09		13	11	
6	16.67	9.09		33.33	45.45		50.00	45.45		12	11	
7	*	8.33		*	83.33		*	8.33		*	12	
8	*	*		*	*		*	*		*	*	
All Grades	20.65	16.33		68.48	66.33		10.87	17.35		92	98	

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	*	14.29		*	57.14		*	28.57		*	14	
1	*	0.00		*	54.55		*	45.45		*	11	
2	30.77	*		69.23	*		0.00	*		13	*	
3	90.91	38.46		0.00	30.77		9.09	30.77		11	13	
4	76.92	27.27		15.38	54.55		7.69	18.18		13	11	
5	76.92	72.73		7.69	18.18		15.38	9.09		13	11	
6	75.00	63.64		16.67	18.18		8.33	18.18		12	11	
7	*	33.33		*	58.33		*	8.33		*	12	
8	*	*		*	*		*	*		*	*	
All Grades	59.78	36.73		33.70	41.84		6.52	21.43		92	98	

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	*	7.14		*	64.29		*	28.57		*	14	
1	*	0.00		*	54.55		*	45.45		*	11	
2	0.00	*		76.92	*		23.08	*		13	*	
3	0.00	7.69		45.45	61.54		54.55	30.77		11	13	
4	15.38	0.00		61.54	36.36		23.08	63.64		13	11	
5	15.38	9.09		69.23	63.64		15.38	27.27		13	11	
6	0.00	9.09		33.33	18.18		66.67	72.73		12	11	
7	*	16.67		*	25.00		*	58.33		*	12	
8	*	*		*	*		*	*		*	*	
All Grades	11.96	7.14		56.52	47.96		31.52	44.90		92	98	

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	*	35.71		*	42.86		*	21.43		*	14	
1	*	9.09		*	45.45		*	45.45		*	11	
2	0.00	*		69.23	*		30.77	*		13	*	
3	0.00	7.69		81.82	69.23		18.18	23.08		11	13	
4	23.08	0.00		76.92	45.45		0.00	54.55		13	11	
5	7.69	9.09		84.62	81.82		7.69	9.09		13	11	
6	25.00	0.00		75.00	90.91		0.00	9.09		12	11	
7	*	0.00		*	83.33		*	16.67		*	12	
8	*	*		*	*		*	*		*	*	
All Grades	10.87	10.20		76.09	63.27		13.04	26.53		92	98	

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. Since the ELPAC is a newly required assessment, there is not enough information to draw conclusions about trends.
2. Overall, students appear to be performing at the somewhat/moderate indicator.

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
594	76.4	16.7	0.5
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	99	16.7
Foster Youth	3	0.5
Homeless	8	1.3
Socioeconomically Disadvantaged	454	76.4
Students with Disabilities	74	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	100	16.8
American Indian or Alaska Native		
Asian	65	10.9
Filipino	11	1.9
Hispanic	321	54.0
Two or More Races	29	4.9
Native Hawaiian or Pacific Islander	8	1.3
White	54	9.1

Conclusions based on this data:

1. Our demographics are more than 3/4 (76%) socioeconomically disadvantaged, which might project that we need additional family resources to support our struggling families.





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
English Language Arts  Yellow	Graduation Rate	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  Red	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Our Chronic Absenteeism needs to improve.

School and Student Performance Data

Academic Performance English Language Arts

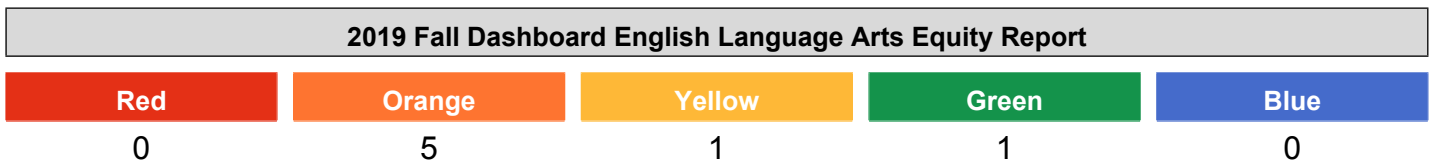
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Yellow 29.1 points below standard Increased ++4.6 points 365	<p>English Learners</p> Orange 48.9 points below standard Declined -14.9 points 75	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Yellow 39.5 points below standard Increased ++8.7 points 300	<p>Students with Disabilities</p> Orange 129.6 points below standard Increased ++6.7 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 70.9 points below standard Increased ++12.8 points 80	 No Performance Color 0 Students	 Orange 22.2 points below standard Declined -11.9 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Maintained ++2 points 180	 No Performance Color 12.4 points below standard Declined Significantly -30 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 3.7 points above standard Increased Significantly ++16.8 points 43

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.6 points below standard Declined Significantly -37 points 53	68.4 points above standard Increased Significantly ++19.8 points 22	27.5 points below standard Increased ++7.2 points 278

Conclusions based on this data:

1. Work with a team of educators to analyze how we can improve the performance of all our students, especially our subgroups.

School and Student Performance Data

Academic Performance Mathematics

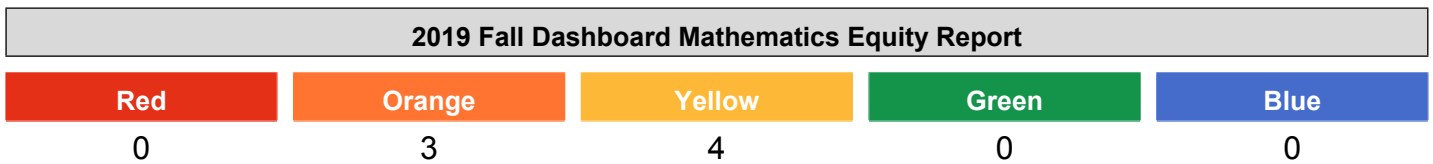
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Yellow 58.6 points below standard Increased ++12.3 points 363	<p>English Learners</p> Orange 77.2 points below standard Declined -4.6 points 75	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Yellow 68.7 points below standard Increased Significantly ++16 points 298	<p>Students with Disabilities</p> Orange 152.2 points below standard Increased Significantly ++26 points 59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 95 points below standard Increased Significantly ++22.4 points 78		 Orange 44 points below standard Maintained -0.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 58 points below standard Increased ++10 points 180	 No Performance Color 28.8 points below standard Declined -5.3 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 30.8 points below standard Increased ++6.4 points 43

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.3 points below standard Declined -13.1 points 53	11.8 points below standard Maintained ++2.8 points 22	57.1 points below standard Increased ++13.7 points 276

Conclusions based on this data:

1. Work with a team of educators to analyze how we can improve the performance of all our students, especially our subgroups.

School and Student Performance Data

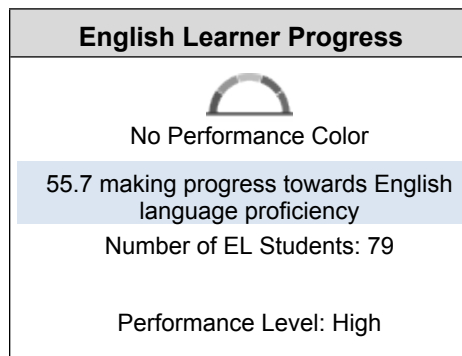
Academic Performance English Learner Progress

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
11.3	32.9	5.0	50.6

Conclusions based on this data:

1. Our new ELPAC assessment tool will be used to analyze ELA growth. In the years to come, we will be better equipped to interpret this new data.

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

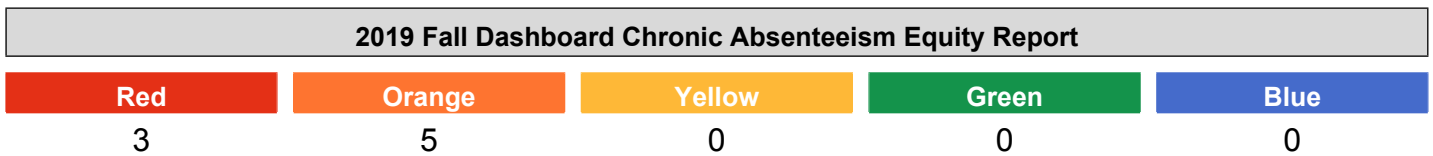
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>  Red 20.9 Increased Significantly +3.9 676	<p>English Learners</p>  Orange 17.8 Increased +5.9 118	<p>Foster Youth</p>  No Performance Color 9.1 Declined -20.3 11
<p>Homeless</p>  No Performance Color 29.4 Declined -3.9 17	<p>Socioeconomically Disadvantaged</p>  Red 22.3 Increased +2.7 560	<p>Students with Disabilities</p>  Orange 21.6 Declined -5.7 97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Orange	 No Performance Color
23.9	Less than 11 Students - Data Not Displayed for Privacy	16.4	0
Declined -1.5	1	Increased +4.8	Declined -15.8
142		67	12
Hispanic	Two or More Races	Pacific Islander	White
 Red	 Red	 No Performance Color	 Orange
20.6	25	25	19.8
Increased Significantly +5.4	Increased +2.5	12	Increased +10.7
321	40		81

Conclusions based on this data:

1. We need to get to the green in all areas

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

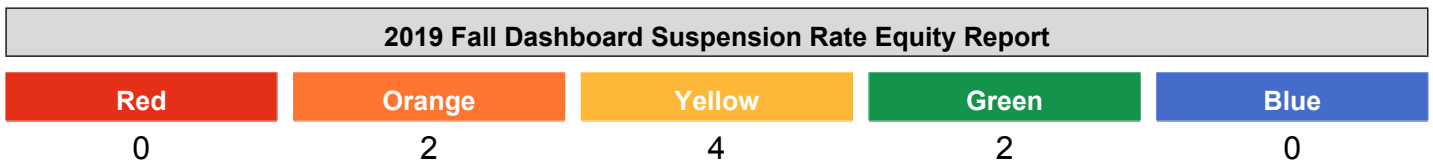
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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					
All Students		English Learners		Foster Youth	
					
Yellow		Yellow		No Performance Color	
4		3.4		9.1	
Declined Significantly -3.9		Declined -5.7		Declined -7.6	
698		119		11	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		Orange	
5.9		4.5		6.1	
Declined -2.5		Declined Significantly -4.6		Declined -14.8	
17		573		99	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.1 Declined -9.1 147	 No Performance Color Less than 11 Students - Data 1	 Yellow 3 Maintained +0.1 67	 No Performance Color 0 Declined -5 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 Declined Significantly -2.9 334	 Green 2.4 Declined -2.6 42	 No Performance Color 7.7 13	 Green 2.5 Declined -2.5 81

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.9	4

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

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 1

Goal 1: The percentage of students meeting standards in English Language Arts will increase as evidenced by multiple measures (CAASPP and local assessments). The actions and services in Goal 1 are primarily focused on providing reading intervention support.

Identified Need

All students, including all subgroups, were relatively equally impacted in the learning of reading and writing during distance learning as evidenced by the CAASPP and local measures. Historically, students of low socioeconomic backgrounds, students of color, and students with special needs have not achieved at the same rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students meeting or exceeding standards - CAASPP ELA	Spring 2022 Grade 3 - 25% Grade 4 - 34% Grade 5 - 35% Grade 6 - 27% Grade 7 - 37% Grade 8 - 31%	Spring 2023 Grade 3 - 35% Grade 4 - 44% Grade 5 - 45% Grade 6 - 35% Grade 7 - 45% Grade 8 - 40%
Percentage of Grade 1-3 students ready for Core support - DIBELS	Spring 2022 Grade 1 - CLS - 62% Grade 1 - NWF - 73% Grade 1 - ORF - 51% Grade 2 - ORF - 49% Grade 2 - MAZE - 41% Grade 3 - ORF - 52% Grade 3 - MAZE - 48%	Spring 2023 Grade 1 - CLS - 70% Grade 1 - NWF - 80% Grade 2 - ORF - 60% Grade 2 - ORF - 60% Grade 2 - MAZE - 50% Grade 3 - ORF - 60% Grade 3 - MAZE - 60%
Percentage of K-5 students working in or above grade level- LEXIA	May 2022 25%	May 2023 40%
Percentage of Grade 5-8 students who are at or above grade level (iReady 2022-2023)	Fall 2022 iReady Reading-on grade level Grade 5 - 13% Grade 6 - 23% Grade 7 - 12% Grade 8 - 30%	Spring 2023 iReady Reading-on grade level Grade 5 - 25% Grade 6 - 30% Grade 7 - 25% Grade 8 - 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 K-8 teachers, the Title 1 teacher, the intervention teachers, and paraprofessionals will implement a Multi Tiered Systems of Support plan to address: literacy, accelerate reading skills, and improve reading comprehension and writing skills. Students were placed in appropriate tiered intervention groups based on their individual needs.

Teachers will continue to collaborate to review data on an ongoing basis throughout the school year using a variety of district and local assessments, including iReady. Paraprofessionals will be able to participate in professional development and receive support from the Title 1 teacher. The Title 1 teacher and intervention teachers will be responsible for providing reading intervention support, which will be based on a multi-sensory approach to students in grades 1-6.

Intervention Teacher (\$46,000)

Paraprofessional (\$26,00)

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)
46,000.00	Title I Part A: Allocation
26,000.00	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)

All students

Strategy/Activity

1.2 All certificated staff and classified staff who directly support the instructional program will be offered opportunities for professional development and collaboration on effective practices for the teaching of 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)

15,000.00

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)

Kindergarten

Strategy/Activity

1.3 Kindergarten teachers will implement a supplemental writing program: The Units of Study in Writing from the Reading and Writing Project.

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)

1646.00

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.

We implemented a new strategy this school year by having the Title 1 reading intervention teacher provide Tier 2 support to first graders by implementing the Beginning Level of SIPPS. As a result, the 2021 - 2022 first graders outperformed the 2020-2021 first graders in all areas of reading progress according to DIBELS. We met our expected outcome in all areas except Oral Reading Fluency.

We did not meet our expected outcomes for second graders. We were not able to make significant gains in moving students beyond intensive support for oral reading fluency (<10%) even though all students made progress on specific skills. Our most intensive Tier 3 students received daily instruction using Orton-Gillingham strategies from the Title 1 reading intervention teacher. The part-time reading intervention teacher provided intervention to Tier 2/Tier 3 students using Wonderworks. Paraprofessionals also provided push-in support for small group instruction. As these students move to third grade, we are reviewing how to provide systematic and immediate intervention using SIPPS at the start of the school year to quickly move as many of these students as possible to a strategic or core level.

Although gains were made with third graders from the fall to the spring, we fell short of meeting our expected outcomes. Most students not ready for core are needing fluency work with multisyllabic

words. We are planning on how to build daily fluency practice into the routines for these students as fourth graders.

Even though 100% of all students in grades K, 1, 2, 4, 5 and 94% of student in grade 3 were meeting expected usage in Lexia by May of 2022, the percentage of students who were on target for meeting grade level benchmarks only increased to 25%, falling short of our expected outcome. Although Lexia provides an additional layer of practice and opportunity for instruction, we have been challenged to provide instruction on Lexia lessons systematically. Lexia lessons seem to be more effective with students who have random gaps in their reading skills; yet less effective with students who are overall performing far below grade level. These students need a consistent systematic approach with spiral review to make growth, such as what is found when using SIPPS.

MAP Growth Projections in reading from Winter 2021 to Winter 2022 increased for grades 5 - 8 . Students on average are growing above their expected growth rate according to national norms. We attribute this growth to maintaining rigorous expectations and consistent routines for increasing comprehension through analysis of text by providing text evidence. One of the part-time intervention teachers supported these grade levels. We made a shift mid-year to provide Tier 3 fifth grade students with instruction using SIPPS. Tier 2/3 sixth grade students were provided with additional review of StudySync strategies focusing on the read to write process. Push-in support was provided to middle school students to assist students in accessing core standards. Our continued work with AVID also plays a role in this achievement.

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 began to use SIPPS at grade 5. Funds were used for additional materials for summer learning.

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.

SIPPS and OG will be used to provide intervention in grades 2 to 6. Kindergarten will pilot a supplemental writing program.

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: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 2

Goal 2: The percentage of students meeting standards in math will increase as evidenced by CAASPP and local assessments.

Identified Need

All students, including all subgroups, were relatively equally impacted in the learning of mathematics during distance learning as evidenced by the CAASPP and local measures. Historically, students of low socioeconomic backgrounds, students of color, and students with special needs have not achieved at the same rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-8 students meeting or exceeding standards - CAASPP Math	Spring 2022 Grade 3 - 26% Grade 4 - 24% Grade 5 - 18% Grade 6 - 16% Grade 7 - 12% Grade 8 - 12%	Spring 2023 Grade 3 - 35% Grade 4 - 35% Grade 5 - 25% Grade 6 - 25% Grade 7 - 20% Grade 8 - 20%
Percentage of Grade 5-8 students who met targeted or stretch growth projections (2022-2023 iReady Math)	Fall 2022 iReady Math Grade 5 - 5% Grade 6 - 12% Grade 7 - 8% Grade 8 - 6%	Spring 2023 iReady Math Grade 5 - 15% Grade 6 - 20% Grade 7 - 20% Grade 8 - 20%
Percentage of K-6 students on track to achieve grade level proficiency - Dreambox/iReady.	May 2022 27%	May 2023 50%

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

2.1 All certificated staff will provide tutoring for students in math to support math intervention. Teachers will be compensated for time outside their contract time for 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)

20,000.00

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.

We did not meet expected growth projections in math MAP for fifth through eighth grade. However, we did have a greater percentage of students meeting growth projections compared to the national norm in sixth grade. We were closer to meeting the national norm in fifth and seventh grade, respectively three and nine percentiles, than in eighth grade where students performed at the 31st percentile on the growth index. On average, eighth grade students were more challenged to recover from learning losses due to distance learning. We struggled to motivate our eighth grade students to complete lessons in Dreambox even with time being provided in class. Less than 10% of the students would complete 2 to 5 lessons each week. We also had very few middle school students attending after school tutoring. In past years, we were able to offer bus transportation to any students staying after school for tutoring and were not able to offer this year due to shortages of bus drivers. We opened up tutoring to grades kinder, five, and six with any students enrolled in ASES and this appears to have been a positive impact for those students.

In grades K-6, we did not meet expected outcomes for increasing the percentage of students on track for meeting grade level benchmarks in Dreambox. Grades kinder, first, third, and fifth all had greater than 95% usage rate. Second grade made less than adequate progress with Dreambox usage and growth. We were challenged to motivate sixth grade students to consistently use the program (37% meeting usage rate), even when class time was provided. In March, the principal worked with fifth grade to pilot using individual goal setting and rewards with Dreambox. For the months of August - February, an average of only 14% of fifth graders were completing greater than five lessons. For the months of March - May, an average of 68% of fifth grade students were completing greater than five lessons. The Leadership Team will be planning on how to replicate this system of goal setting and rewards for the 2022-2023 school year using Lottery funds.

We provided some daily math intervention to first graders this year by paying the 50% reading intervention teacher an additional hour to provide instruction. These students were able to master

all kinder math standards and about 50% of first grade math standards, placing them about a half of a year below grade level instead of two years below grade level. Looking toward the 2022-2023, third grade will be the furthest below grade level standards due to minimal progress with second graders this year. The 50% reading intervention teacher will be paid an additional hour to provide math intervention to third grade.

K- 6 teachers participated in districtwide collaboration on strategies related to SVMI. There continues to be much work to be accomplished around SVMI that will need to be incorporated into site based professional development and collaboration during time allotted for staff meetings.

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

Due to lack of Middle School students attending after school tutoring, we shifted to providing tutoring to grade kinder, fifth, and sixth students who were attending ASES. Therefore, ASES funds for tutoring were used instead of Title 1.

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 increase math tutoring for students in grades 1-8 as well as monitor student progress in Dreambox and iReady.

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

Goal 3

Goal 3: K-6 teachers will implement a plan to provide daily writing instruction and practice with English Learners to increase the percentage of students that have ELPAC scores of 3 & 4 by 10%.

Identified Need

English learners have historically not achieved at the same rate as other subgroups and were further impacted by distance learning. Writing development has been the lowest area of growth and achievement which not only impacts overall ELPAC scores but also CAASPP ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of grade 3-8 English Learners meeting or exceeding standards - CAASPP ELA	Spring 2022 Grade 3 - 50% Grade 4 - 23% Grade 5 - 18% Grade 6 - 0% Grade 7 - 8% Grade 8 - 8%	Spring 2023 Grade 3 - 60% Grade 4 - 30% Grade 5 - 25% Grade 6 - 15% Grade 7 - 15% Grade 8 - 15%
Percentage of grade 3-8 English Learners meeting or exceeding standards - CAASPP Math	Spring 2022 Grade 3 - 43% Grade 4 - 15% Grade 5 - 0% Grade 6 - 0% Grade 7 - 0% Grade 8 - 8%	Spring 2023 Grade 3 - 50% Grade 4 - 25% Grade 5 - 15% Grade 6 - 15% Grade 7 - 15% Grade 8 - 15%
Percentage of grade 4-8 English Learners meeting an overall of Level 4 - ELPAC	Spring 2022 Grade 4 - 31% Grade 5 - 17% Grade 6 - 22% Grade 7 - 14% Grade 8 - 33%	Spring 2023 Grade 4 - 35% Grade 5 - 25% Grade 6 - 30% Grade 7 - 20% Grade 8 - 40%

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)

English Learners

Strategy/Activity

3.1 Teachers will be afforded time, or compensated if outside the contract, to collaborate on best practices for daily attention to writing for English Learners.

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)

3,000.00

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)

English Learners

Strategy/Activity

3.2 Paraprofessionals and the primary language assistant will support English Learners in the classroom. Additional materials needed will be provided.

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)

700.00

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)

English Learners who have been in U.S. schools for less than three years.

Strategy/Activity

3.3 A site based system of support will be provided for all newcomers in years one through three. The system of support will include classroom teacher, primary language assistant, interpreter, and Title 1 teacher. Additional materials needed will be provided.

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 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.4 Teachers will be offered opportunities to engage in district led professional development that targets teaching strategies to support English Learner 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)

Source(s)

None Specified

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.

Although we did not reach our expected outcomes for percentages of English Learners meeting a level 4 on ELPAC in grades 5-8, we did see an improvement in all grade levels, 4 - 8, especially when one considers looking at relatively the same cohort of students from one year to the next. For example, in the 2020 school year, zero percent of the fourth grade English Learners achieved a level 4; however, 17% of these students achieved a level 4 as fifth graders. See data below to review progress with same cohort of students from one year to the next.

2020 - 2021

Grade 4 - 0%

Grade 5 - 9%

Grade 6 - 18%

Grade 7 - 8%

Grade 8 - 42%

2021 - 2022

Grade 4 - 31%

Grade 5- 17%

Grade 6- 22%

Grade 7- 14%

Grade 8- 33%

This improvement is due in large part to having students on campus. English Learners were greatly affected by distance learning. Administration made 42 home visits during the 2020 - 2021 school year to assist English Learners and their families with technology and the processes involved in learning online.

Writing continues to be a major factor in students remaining at a level 3. Administration has observed a lack of consistent attention to high yield writing instruction and tasks.

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

Professional development opportunities for teachers was not available.

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.

Kindergarten teachers will be piloting a supplemental program for writing (part of SPSA goal 1). An analysis of the effects on English Learners and writing development will be conducted. A focus on writing across K-6 will be established for English Learners.

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

Goal 4

Goal 4: Families will be afforded opportunities to engage with and learn about school processes, how to support their child's academics, and learn from presentations and events that help support them as caregivers and we will see an increase in parent/guardian participation from Fall 2022 to Spring 2023 of 10%.

Identified Need

Chronic Absenteeism has historically been high with students with disabilities, homeless students, and African American students. However, with the pandemic absenteeism has increased in all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of K-8 students with chronic absenteeism, Attendance Works	2021 - 2022 K-6: 42% 7-8: 47%	2022-2023 K-6: 25% 7-8: 25%
Percentage of K-8 student with satisfactory attendance (attending at 96%), Attendance Works	2021-2022 K-6: 31% 7-8: 28%	2022-2023 K-6: 75% 7-8: 75%
English Learner Advisory Committee Participation Rate	2021-2022 10%	2022-2023 15%
The degree to which families are engaged in the school and empowered to influence decision making - Youth Truth Survey	2021-2022 62%	2022-2023 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 1

Students to be Served by this Strategy/Activity

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

Chronically absent and students at risk for chronic absences.

Strategy/Activity

4.1 An Attendance Committee Team consisting of administration, the Outreach Worker, and three teachers (preferably ones who are aspiring to be administrators) will be formed to develop a plan to weekly address absenteeism, including parent/guardian meetings and student mentorship. Staff will be compensated for work outside the contractual day.

Outreach Worker (\$40,704)

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)
40,704.00	Title I Part A: Allocation
569.00	Title I Part A: Parent Involvement
5,000.00	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)

All students

Strategy/Activity

4.2 Parent/guardian workshops and presentations will be provided. These classes may occur outside of the contracted work day; therefore, the staff will be compensated. Materials will be provided as needed.

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: 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.

According to the Youth Truth Survey, the degree to which families are engaged with the school remained relatively the same (62% vs 64%) which ranks at the 87th percentile. The lowest rated question was: I feel empowered to play a meaningful role in the decision-making at my school - which ranked at the 87th percentile. When reviewing responses to this question by subgroups, there was not a significant difference in any subgroup's response other than persons of white and multiracial backgrounds tended showed a neutral ranking fifty percent of the time. Administrative conversation with parents/guardians provided informal information that parents had a sense of not being in control over matters related to school and COVID guidelines and this appeared to be at the heart of their evaluation on some of the survey items.

Participation in the English Learner Advisory Committee increased to 10% of parents/guardians of English Learners participating (10-12 parents on average). We have a strong parent leader and our interpreter and primary language assistant have made strong connections with our Spanish speaking community. Our Title 1 teacher also gave Marvelous Mariner tickets to any students whose parents/guardians attended meetings.

Attention to attendance is too great of a job for our Outreach Worker and administration in order maintain consistency. We will be forming an Attendance Committee Team that will develop a school wide system for addressing attendance issues through regular contact with parents/guardians and regular mentorship with students.

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

All strategies were implemented but there were fewer parent classes than anticipated due to ongoing COVID restrictions. Funds were used for parent resources for summer learning. The Outreach Worker resigned in March to seek greater opportunities working in the nonprofit sector. Therefore, less funds were used for her salary than anticipated.

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.

An Attendance Committee Team will be formed.

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 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 5

Goal 5: Trauma informed practices will be implemented to address students' social and emotional learning and mental health needs in our classrooms, such that we see an increase of 10% in "sense of belonging" in our Youth Truth survey.

Identified Need

Claudia Landeen services a high percentage of economically disadvantaged students and students living in homeless or transient situations. All students were impacted emotionally by distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of K-8 students with at least one day of suspension - AERIES Discipline	2021 - 2022 9%	2022 - 2023 3%
Percentage of K-8 student with satisfactory attendance (attending at 96%) - Attendance Works	2021-2022 K-6: 31% 7-8: 28%	2022 - 2023 K-6: 75% 7-8: 75
The degree to which students feel a sense of belonging - Youth Truth Survey	2021-2022 Grade 5 - 20th percentile Middle School - 40th percentile	2022 - 2023 Grade 5 - 50th percentile Middle School - 50th percentile

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; Targeted students as identified by staff, administration or families

Strategy/Activity

5.1 The Wellness Center is the hub for social emotional services for students and families. Through the Wellness Center students receive services for trauma, de-escalation, peer mediations, managing stress and anxiety, social skill development, developing self-advocacy skills, and developing skills necessary to do well in school. Families receive services on parenting, referrals

for resources for basic living needs, referrals for resources on how to navigate social services, referrals for home counseling, access to clothing and other products, support for grieving or other life events, and support on how to navigate school systems. Teachers receive support on infusing trauma based practices in the classroom and support for working with students of poverty and of trauma. Funding will support part of one counselor's salary and any materials needed. The Outreach Worker and the Focus Center Paraprofessional also support the work of the Wellness Center.

Counselor (\$19,000)

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)
19,000.00	Title I Part A: Allocation
651.00	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)

All students; Targeted students as identified by staff, administration or families

Strategy/Activity

5.2 The counselor, the school psychologist, the Outreach Worker, the Focus Center paraprofessional, administration, and the teachers will continue the multi-tiered intervention plan for social emotional health to include regular class based on: Tier 1 lessons using Second Step for grades K-5 and DBT lessons for grades 6-8. Tier 2 support through individual and/or small group school based counseling and/or mediations and/or mentoring, and Tier 3 support through individual or small group counseling from community agencies (Valley Community Counseling, Child Abuse Prevention Council) and/or the school psychologist. Funding will be used for necessary 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)	Source(s)
1000.00	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

5.3 Administration will work with student council and their teacher advisor to development a plan for increasing students' sense of belonging. Materials will be purchased as needed. Administration will

form collaborate with student council, teacher advisor for student council, and the Wellness Team to develop workshops, events, and other activities that will increase student participation and sense of belonging as a Landeen Mariner.

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 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 The school library will be updated to increase the diversity of books and materials. The diversity of our campus can be seen by just simply walking through our doors. We want to create a more equitable and inclusive environment for our students, and this includings having access to books and materials that reflect our diverse population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

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.

According to the Youth Truth Survey, middle school students sense of belonging remained the same at 40%. The lowest rated question (percent of positive response) was: I can usually be myself around other students, ranking at the 18th percentile. The fifth grade student sense of belonging had a decrease to 43%. The lowest rated question (percent of positive response) was: I can usually be myself around other students- with a ranking at the 11th percentile.

During the 2021-2022 school year, the one counselor of the Wellness Center had the following data:

143 - Whole classroom lessons were conducted alongside teachers to build students' feelings identification and social skills (Outreach Worker conducted 105 whole classroom lessons and the School Psychologist conducted 49 whole classroom lessons)
21 - Risk assessments were completed to address self-harm or suicidal ideation
112 - Referrals received
758 - Individual counseling sessions
144 - Mediations (Outreach Worker conducted 101 mediations.)
11 - Student Study Teams
164 - Incidences of direct student services due to a social, emotional , or behavioral need
44 - Referrals to outside agencies

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

Paying a substitute paraprofessional on a timesheet to support the social emotional needs in first grade did not occur because we were unable to find an available employee. We did use the Focus Center Paraprofessional as push-in support for first grade as needed to help students re-engage with the classroom environment.

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 received the Second Step curriculum at the end of the year and will be implementing this year. We will focus on increasing students' sense of belonging by incorporating planning with student council.

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 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 6

Goal 6: Students in grades kindergarten through eighth grade will have access to instruction, resources, and opportunities to better prepare them for high school and college and career.

Identified Need

Claudia Landeen serves a high percentage of economically disadvantaged students and students living in homeless or transient situations. These students are impacted by lack of resources that afford them opportunities to build knowledge of colleges and careers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 8 students eligible for promotion	2021-2022 85%	2022-2023 90%
The degree to which middle school students are engaged with their school - Youth Truth Survey	2021-2022 53%	2022-2023 60%
The degree to which grade 5 students are engaged with their school - Youth Truth Survey	2020-2021 95%	2022-2023 98%

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 5-8; Targeted students in 7 and 8 for AVID elective and AVID Strategies elective

Strategy/Activity

6.1 Advancement Via Individualized Determination (AVID) will be implemented in grades five through eighth. Teachers and administration will participate in opportunities for training regarding providing rigorous and supportive instruction. Collaboration, reflection, and data analysis occurs throughout the school year and staff will be compensated for any time outside the contract hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation
5,000.00	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)

All 7 and 8; Targeted students in 7 and 8 for AVID elective and AVID Strategies elective

Strategy/Activity

6.2 AVID paraprofessionals will support elective and working with individual or small groups of students on skills necessary to be ready for high school and college.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,339.00	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 5-8 Students

Strategy/Activity

6.3 Grades 5-8 teachers will collaborate on building a continuum of practices revolving around college readiness. Purchase binders, planners, and college readiness supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	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)

All students

Strategy/Activity

6.4 The science lab will be updated to increase learning opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

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

6.5 Students will participate in field trips to increase knowledge of careers and colleges. Additionally, students will be provided opportunities to "visit" campuses virtually.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

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.

8th grade promotion rate increased from 76% to 85%. Having students on campus was a contributing factor, as well as providing an additional section of AVID Strategies to afford students additional opportunities to receive support in their classes. Administration observed teachers focusing on reviews of material from seventh grade with a quick on-ramping to 8th grade standards. Also, the intervention teacher pushed into ELA classes to support students in the read to write process. Furthermore, the math teacher implemented equitable grading practices.

According to the Youth Truth Survey, middle school student engagement had a slight increase to 53% but we did not meet our expected outcome of 60%. The lowest rated question (percent of positive response) was: I take pride in my schoolwork - with a ranking at the 43rd percentile. The fifth grade student engagement had a slight increase to 95%. The lowest rated question (percent of

positive response) was: Does your teacher want you to do your best - with a ranking at the 84th percentile. Survey results were discussed with teachers and teachers strategized how to share these results with students next school year and receive their feedback on how to improve.

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 were unable to take field trips due to bus driver shortages. We were unable to update the science lab due to turnover with the middle school science teacher and science class being staff by substitutes for over half of the school year. We were unable to update the school library due to new library staff and issues with supply and demand.

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

The staff will work on a plan for consistently recognizing students for their efforts by displaying student work in more public ways, including using Social Media platforms. We will implement the strategies this year we were unable to do last year (e.g. updated science lab, and college "tours").

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	\$131,643.00
Total Carryover Funds	89,397.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,609.00

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	\$221,040.00
Title I Part A: Parent Involvement	\$2,569.00

Subtotal of additional federal funds included for this school: \$223,609.00

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: \$223,609.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Marla Carrillo-Kelly	Principal
Neely Ponte (approved virtually, through zoom)	Classroom Teacher
Richard Geraghty (approved virtually, through zoom)	Parent or Community Member
Aaron Hamilton (approved virtually, through zoom)	Parent or Community Member
Maggie Genest (approved virtually, through zoom)	Other School Staff
Kimberley Vocker (approved virtually, through zoom)	Classroom Teacher
	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 10/12/2022.

Attested:



Principal, Marla Carrillo-Kelly on 10/12/2022



SSC Chairperson, Kim Vocker on 10/12/2022

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Developed by the California Department of Education, January 2019