School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John R. Williams Elementary School	39685696041909	October 11, 2022	

Purpose and Description

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

Schoolwide Program

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

This John R. Williams' School Plan for Student Achievement outlines five goals targeting support and improvement for specific areas of need. These five goals address academic areas including Language Arts, Math, services for English learners, school-wide student engagement and attendance, as well as family and parent engagement as they support their child's learning. Every goal was written to provide equity for all student groups, with an emphasis on closing achievement gaps. This plan has been designed to support all learners in their academic advancement.

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by Amplify (K-2), and CAASPP (3-6). The actions in Goal 1 primarily focus on effective Tier 1 instruction, monitoring student progress and implementation of Tier 2 and Tier 3 intervention.

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by Dreambox (K-6), iReady (4-6) and CAASPP (3-6). The actions in Goal 2 primarily focus on effective Tier 1 instruction in conjunction with differentiation, and opportunities for students to receive support in mathematics.

Goal 3: Student engagement will improve through activities and strategies to build relationships, promote positive behavior, and increase student engagement. The actions in Goal 3 primarily focus on building positive relationships with students, addressing social and emotional needs, and creating an environment where students want to attend and engage in their own learning.

Goal 4: Increase parent/family/caregiver engagement in supporting their child's learning, building community, and strengthening family . The actions in Goal 4 primarily focus on helping parents/caregivers support the learning of their child(ren), build community and connections to school, and foster positive relationships with families.

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards. The actions in Goal 5 primarily focus on providing English learners the support they need to be academically successful.

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).

English Learner parents were given a Needs Assessment survey. Responses communicated that parents were informed about our language assessments and the language programs available. Parents and upper elementary students were given the Youth Truth survey. Responses reflected that families and staff feel we have a strong, positive school culture and relationships. Students, staff, and families feel engaged and that there is good communication between the school and home. All responses indicated that stakeholders felt COVID 19 and the pandemic impacted their lives but most felt it impacted them less than the previous year. The survey results also indicated that students were struggling with feeling they belonged at school or had positive classroom connections. Parent Square is our primary tool for communication with families and it has been very effective. Out of 838 parents, 73% receive Parent Square emails and 29% receive texts. 50% of our parents have downloaded the Parent Square application. We sent 5000 direct messages and had 246 parent interactions on Parent Square. Teachers also use Parent Square to effectively communicate with their student's families.

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

Formal observations of 30-40 minutes each were conducted in twenty-two classrooms at John R. Williams in 2021-2022. Observations were in person during normal class time. In addition, informal walk throughs were conducted daily in classrooms. Teachers used a variety of strategies to engage students in learning; Literature Circles, Shared Google Slide Presentations, Fishbowl Activities, Project Based Learning, stations (with small group instruction) just to name a few. One of our SDC classes built outstanding models of their projects. Teachers also used applications to enhance instruction and engagement such as Near Pod, Pear Deck, Kahoot, Quizlet, and Flipgrid. Students loved being back at school, however, we found that student academic endurance and stamina was low and students needed frequent transitions and breaks to maintain focus on tasks. Students entered the year with lower demonstrated skills but great academic progress was made over the course of the year.

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

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

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

Standards, Assessment, and Accountability

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

The State CAASPP assessment and MAP assessments were administered to 3rd-6th grade students. DIBELS was administered to K-3rd grade students and IDEL was administered to K-3rd grade Dual Language students. MAP, DIBELS, and IDEL were administered in Winter and Spring. Core Phonics Survey was used for initial groupings. A number of our teachers piloted new assessments, iReady and Amplify. Both new assessments were well received and piloting teachers felt both assessments yielded detailed, informative data, that was user friendly. Amplify is the digital assessment for DIBELS 8th Edition replacing the manual DIBELS assessment. These assessments also have Spanish components and associated information for parents in Spanish. Data from these assessments inform groupings for Tier II and Tier III intervention, especially in early literacy. Assessments are given 2, or typically 3, times a year to progress monitor students.

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

Grade level teacher collaboration happened 3 times monthly wherein teachers discussed student academic progress and reviewed assessment data that drives Tier I interventions. Skills identified as struggling areas for students were addressed in small groups by the teacher, digital intervention lessons, and additional whole group instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The John R. Williams staff met the requirements for a highly qualified staff.

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

John R. Williams met sufficiency of credentialed teachers for general education, special education and intervention classes.

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

Professional development for John R. Williams staff was aligned to content standards. Teachers received professional development in writing with Great Valley Writing Project, Lexia Core 5, Lexia Power Up, Dreambox PD, Math professional development through SVMI (Silicon Valley Math Institute) in District Wide Collaborations and SVMI Summer Institute.

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

Continuous, ongoing professional development was available for teachers for digital resources Lexia and Dreambox as well as a book study; Grading for Equity. A number of teachers piloted a new science curriculum. Tier III Orton Gillingham Instruction was provided for RSP and Title I teachers.

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

Grade level teachers collaborated 3 times monthly with input from RSP. Teachers shared best practices for teaching and progress monitoring. Teachers reviewed upcoming formative and summative assessment administration. Teachers reviewed data.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards.

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

Each grade level used the recommended instructional minutes for reading/language arts and mathematics.

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

Teachers benchmarked instructional pacing in their grade level collaboration meetings. Teachers used district guidelines as well as formative and summative assessment dates to guide instructional pacing.

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

Each grade level was supplied with ELA/ELD, Math, Science and Social Studies standards based curriculum. The dual language program also had standards based curriculum in Spanish for Kindergarten through 6th Grade.

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

Each grade level used the district adopted standards based curriculum for each subject in the general education and intervention classes. The Special Education classes also used grade level standards based curriculum.

Opportunity and Equal Educational Access

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

Returning to in person learning allowed all students to use technology as a tool for learning with access to the internet while receiving face-to-face instruction from their teacher with their classmates. All students received a Chromebook and charger and had online access at school, especially to programs like Dreambox, Lexia, and Study Sync. Students use of technology was one tool among many used for learning. Teachers monitored students online using Hapara. Finally returning to in person learning, teachers limited how much students used technology during the school day to capitalize on collaboration, ceativity, and interacting face-to-face. Teachers were able to provide small group Tier I interventions in class. Tier II paraprofessional support and small group intervention was also able to take place in the classroom.

Evidence-based educational practices to raise student achievement

All students received the benefit of daily participating in Dreambox and Lexia for math and reading. Both programs enhance student achievement, have built in assessments, and identify areas of individual student struggle. A multitude of additional online academic programs were available to their appropriate grade levels such as Xtra Math, EPIC Books, RAZ Kids Plus, A-Z Learning, Mystery Science, Brain Pop and numerous others.

Parental Engagement

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

Despite our closed campus, PTSA continued to engage students and families of JRW with Drive Thru events such as Parades and Trick or Treating, Craft Pick-Ups, and Pictures with Santa helping foster community and connections with school. Social Emotional Learning (SEL) was a tremendous focus at JRW helping students learn how to socialize, play, and be self-aware. SEL helped students manage emotions, follow instructions, and interact with other both at school and at home.

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)

ELAC, PTSA and School Site Council were involved in the planning, implementation, and evaluation of the school plan in addition to certificated and classified staff. There was recurring discussion regarding school safety and Social Emotional Learning, especially in light of the pandemic. We discussed increasing literacy materials, especially multicultural resources) and high engagement materials.

Funding

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

Services provided by categorical funds to assist underperforming students meet standards consisted of reading support in the primary grades, after school tutoring for all grades, 6th grade READ180 intervention, and small group cohorts with paraprofessional assistance. The Title 1 teacher and paraprofessionals used one-on-one and small group instruction to practice reading skills. ELs receive primary language support in the classroom.

Fiscal support (EPC)

John R. Williams has been fully funded with Title 1 monies to meet the needs of our underperforming students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2021-22 SPSA was reviewed in Fall 2022 with the School Site Council (SCC). Goals were reviewed and progress discussed. SSC provided input about the goals and the 2022-23 plan was updated based on feedback from SSC and ELAC.

Resource Inequities

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

No known resource inequities have been identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.53%	0.4%	0.36%	3	2	2
African American	13.38%	11.8%	11.41%	76	65	64
Asian	11.09%	10.9%	10.34%	63	60	58
Filipino	1.23%	0.9%	1.25%	7	5	7
Hispanic/Latino	57.04%	60.0%	62.39%	324	331	350
Pacific Islander	1.06%	0.9%	0.71%	6	5	4
White	12.32%	12.5%	10.70%	70	69	60
Multiple/No Response	3.35%	2.7%	2.67%	19	15	15
			Total Enrollment	568	552	561

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	90	75	99
Grade 1	75	70	70
Grade 2	75	74	68
Grade3	70	70	71
Grade 4	86	78	84
Grade 5	89	82	88
Grade 6	83	103	81
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	568	552	561

Conclusions based on this data:

1. In the past 3 years we have grown in our Hispanic population by 5% and dropped in our white population by 2%. We have increased out Kindergarten population by 10. All other grade levels remained about the same since 2019-2020 dropping only a few in 1st and 2nd grade.

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	84	80	97	14.8%	14.50%	17.3%
Fluent English Proficient (FEP)	34	33	33	6.0%	6.00%	5.9%
Reclassified Fluent English Proficient	19	6		18.6%	1.10%	

Conclusions based on this data:

1. Using ELPAC and CAASPP criteria raises the level of expectation for students to become proficient in English

2. We are reclassifying students at a rate of steady rate but only a few each year.

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	68	69		65	53		65	53		95.6	76.8	
Grade 4	91	77		87	71		87	71		95.6	92.2	
Grade 5	86	82		83	72		83	72		96.5	87.8	
Grade 6	108	103		104	92		104	91		96.3	89.3	
Grade 11												
All Grades	353	331		339	288		339	287		96	87.0	

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	2394.	2369.		9.23	15.09		23.08	15.09		29.23	18.87		38.46	50.94	
Grade 4	2425.	2421.		11.49	4.23		16.09	21.13		24.14	25.35		48.28	49.30	
Grade 5	2441.	2424.		7.23	5.56		24.10	16.67		21.69	19.44		46.99	58.33	
Grade 6	2498.	2459.		9.62	4.40		32.69	15.38		24.04	27.47		33.65	52.75	
Grade 11															
All Grades	N/A	N/A	N/A	9.44	6.62		24.48	17.07		24.48	23.34		41.59	52.96	

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 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	16.92	11.32		47.69	49.06		35.38	39.62	
Grade 4	12.64	7.04		49.43	59.15		37.93	33.80	
Grade 5	7.23	5.56		49.40	50.00		43.37	44.44	
Grade 6	11.54	3.33		46.15	56.67		42.31	40.00	
Grade 11									
All Grades	11.80	6.29		48.08	54.20		40.12	39.51	

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 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	7.69	0.00		58.46	52.83		33.85	47.17	
Grade 4	8.05	2.86		45.98	58.57		45.98	38.57	
Grade 5	10.84	8.33		49.40	40.28		39.76	51.39	
Grade 6	17.31	5.56		55.77	40.00		26.92	54.44	
Grade 11									
All Grades	11.50	4.56		52.21	47.02		36.28	48.42	

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 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	9.23	7.55		70.77	79.25		20.00	13.21	
Grade 4	6.90	4.23		71.26	76.06		21.84	19.72	
Grade 5	3.61	7.04		55.42	67.61		40.96	25.35	
Grade 6	10.58	10.00		52.88	66.67		36.54	23.33	
Grade 11									
All Grades	7.67	7.37		61.65	71.58		30.68	21.05	

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.

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	10.77	9.43		52.31	54.72		36.92	35.85	
Grade 4	10.34	4.23		47.13	71.83		42.53	23.94	
Grade 5	12.05	5.56		37.35	50.00		50.60	44.44	
Grade 6	22.12	8.79		48.08	64.84		29.81	26.37	
Grade 11									
All Grades	14.45	6.97		46.02	60.98		39.53	32.06	

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

Conclusions based on this data:

1. The percentage of enrolled students who tested dropped by 9% from 2018-19 to 2020-21 for the CAASPP.

2. In all grades, students who met or exceeded standards dropped by 10% from 2018-19 to 2020-21. In addition, students who had not met standard or who nearly met standard increased by 30% from 2018-19 to 2020-21.

3. Students exceeding standard in 3rd grade for overall achievement increased by 6% in 2021-22 from 2018-19.

School and Student Performance Data

CAASPP Results
Mathematics (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	67	69		64	53		64	51		95.5	76.8	
Grade 4	91	77		87	70		87	70		95.6	90.9	
Grade 5	86	82		83	63		83	62		96.5	76.8	
Grade 6	108	103		104	87		104	85		96.3	84.5	
Grade 11												
All Grades	352	331		338	273		338	268		96	82.5	

Overall Participation for All Students

* 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.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2412.	2385.		12.50	7.84		26.56	23.53		21.88	25.49		39.06	43.14	
Grade 4	2441.	2413.		6.90	0.00		17.24	17.14		41.38	38.57		34.48	44.29	
Grade 5	2464.	2400.		10.84	1.61		18.07	8.06		25.30	16.13		45.78	74.19	
Grade 6	2488.	2437.		8.65	5.88		27.88	3.53		25.96	25.88		37.50	64.71	
Grade 11															
All Grades	N/A	N/A	N/A	9.47	3.73		22.49	11.94		28.99	26.87		39.05	57.46	

Overall Achievement for All Students

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.

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	20.31	13.73		39.06	43.14		40.63	43.14	
Grade 4	13.79	4.29		39.08	50.00		47.13	45.71	
Grade 5	20.48	1.61		32.53	24.19		46.99	74.19	
Grade 6	18.27	4.76		39.42	29.76		42.31	65.48	
Grade 11									
All Grades	18.05	5.62		37.57	36.33		44.38	58.05	

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.

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	17.19	7.84		48.44	52.94		34.38	39.22	
Grade 4	5.75	5.71		54.02	48.57		40.23	45.71	
Grade 5	7.23	3.23		42.17	35.48		50.60	61.29	
Grade 6	15.38	3.53		38.46	40.00		46.15	56.47	
Grade 11									
All Grades	11.24	4.85		45.27	43.66		43.49	51.49	

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

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	12.50	11.76		45.31	54.90		42.19	33.33	
Grade 4	10.34	2.86		40.23	62.86		49.43	34.29	
Grade 5	7.23	1.61		43.37	56.45		49.40	41.94	
Grade 6	9.62	4.71		47.12	48.24		43.27	47.06	
Grade 11									
All Grades	9.76	4.85		44.08	55.22		46.15	39.93	

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. Standard met or exceeded for overall achievement in CAASPP Math dropped by 16% from 2018-19 to 2020-21.

2. Students who did not meet standard in Math CAASPP increased by 18% overall.

3. The percentage of students above standard in applying mathematical concepts dropped by 12% from 2018-19 to 2020-21.

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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	1428.4	1415.9		1450.2	1428.2		1377.7	1387.1		18	18	
1	1447.1	1424.6		1461.2	1440.1		1432.5	1408.7		11	11	
2	*	1445.8		*	1459.8		*	1431.2		8	17	
3	*	*		*	*		*	*		10	8	
4	*	*		*	*		*	*		10	8	
5	1500.9	*		1505.6	*		1495.8	*		12	8	
6	1534.2	1523.4		1524.1	1519.5		1543.6	1526.8		19	14	
All Grades										88	84	

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.

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	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	16.67	0.00		33.33	33.33		33.33	66.67		16.67	0.00		18	18	
1	0.00	0.00		18.18	27.27		81.82	36.36		0.00	36.36		11	11	
2	*	0.00		*	41.18		*	29.41		*	29.41		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	0.00	*		58.33	*		33.33	*		8.33	*		12	*	
6	26.32	7.14		36.84	42.86		21.05	50.00		15.79	0.00		19	14	
All Grades	18.18	1.19		35.23	36.90		37.50	45.24		9.09	16.67		88	84	

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	27.78	0.00		27.78	50.00		22.22	44.44		22.22	5.56		18	18	
1	9.09	27.27		36.36	0.00		54.55	45.45		0.00	27.27		11	11	
2	*	23.53		*	23.53		*	29.41		*	23.53		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	33.33	*		58.33	*		0.00	*		8.33	*		12	*	
6	36.84	14.29		31.58	78.57		21.05	7.14		10.53	0.00		19	14	
All Grades	32.95	13.10		40.91	48.81		17.05	25.00		9.09	13.10		88	84	

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	5.56	0.00		11.11	22.22		66.67	72.22		16.67	5.56		18	18	
1	0.00	0.00		9.09	18.18		54.55	9.09		36.36	72.73		11	11	
2	*	0.00		*	11.76		*	47.06		*	41.18		*	17	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	0.00	*		0.00	*		66.67	*		33.33	*		12	*	
6	21.05	7.14		26.32	14.29		31.58	57.14		21.05	21.43		19	14	
All Grades	9.09	1.19		19.32	20.24		47.73	45.24		23.86	33.33		88	84	

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	27.78	11.11		61.11	83.33		11.11	5.56		18	18	
1	18.18	27.27		72.73	72.73		9.09	0.00		11	11	
2	*	17.65		*	64.71		*	17.65		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	8.33	*		75.00	*		16.67	*		12	*	
6	21.05	7.14		63.16	71.43		15.79	21.43		19	14	
All Grades	23.86	16.67		64.77	69.05		11.36	14.29		88	84	

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	27.78	5.56		55.56	66.67		16.67	27.78		18	18	
1	9.09	0.00		90.91	63.64		0.00	36.36		11	11	
2	*	23.53		*	58.82		*	17.65		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	75.00	*		16.67	*		8.33	*		12	*	
6	42.11	64.29		52.63	35.71		5.26	0.00		19	14	
All Grades	47.73	25.00		46.59	58.33		5.68	16.67		88	84	

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	0.00	0.00		88.89	94.44		11.11	5.56		18	18	
1	9.09	9.09		54.55	36.36		36.36	54.55		11	11	
2	*	0.00		*	76.47		*	23.53		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	0.00	*		58.33	*		41.67	*		12	*	
6	31.58	7.14		26.32	42.86		42.11	50.00		19	14	
All Grades	11.36	4.76		60.23	64.29		28.41	30.95		88	84	

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	11.11	22.22		61.11	50.00		27.78	27.78		18	18	
1	0.00	0.00		81.82	36.36		18.18	63.64		11	11	
2	*	0.00		*	35.29		*	64.71		*	17	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	0.00	*		91.67	*		8.33	*		12	*	
6	26.32	14.29		63.16	78.57		10.53	7.14		19	14	
All Grades	9.09	8.33		75.00	54.76		15.91	36.90		88	84	

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. Students with overall ELPAC assessment at level 4 dropped by 17% from 2018-19 to 2020-21.

2. Students ELPAC scoring in "Well Developed" or "Level 4" dropped significantly in every area from 2018-19 to 2020-21.

School and Student Performance Data
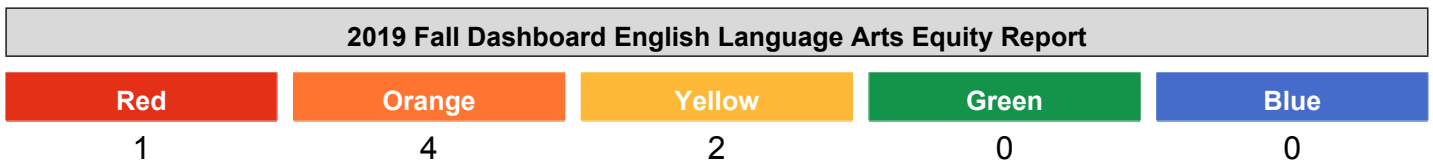
Student Population

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**
552	**78.4**	**14.5**	**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	80	14.5
Foster Youth	3	0.5
Homeless	9	1.6
Socioeconomically Disadvantaged	433	78.4
Students with Disabilities	74	13.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	65	11.8
American Indian or Alaska Native	2	0.4
Asian	60	10.9
Filipino	5	0.9
Hispanic	331	60.0
Two or More Races	15	2.7
Native Hawaiian or Pacific Islander	5	0.9
White	69	12.5

Conclusions based on this data:

1. With more than three quarters of our students receiving free lunch, the staff needs to be mindful of this student perspective. Each teacher, counselor and administrator needs to work at providing lessons that are explicit and other hands-on activities in all content areas.

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 Orange	**Graduation Rate**	**Suspension Rate** Yellow
Mathematics Yellow	**Chronic Absenteeism** Yellow	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. The school staff needs to unite and encourage students to come to school each day. Then the entire staff needs to work at making JRW a welcoming and safe place for everyone with structures outside of the classrooms and on the playground.

2. The school staff needs to use more alternative means to engage students and keep them from being suspended. The entire school staff needs to build relationships using restorative circles and positive behavior supports. Teachers need to be trained in who to handle students who have experienced trauma.

School and Student Performance Data

Academic Performance
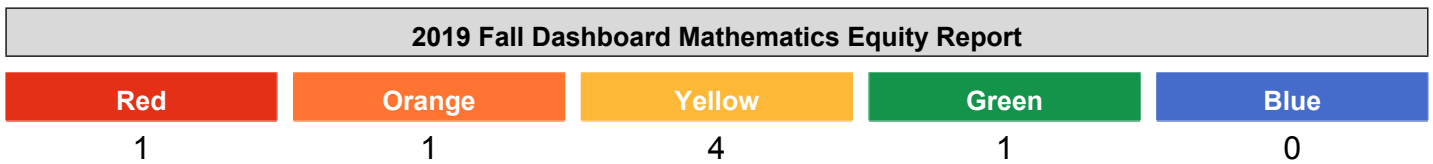## English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
42.2 points below standard	58.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0 points	Maintained -2.7 points	
315	62	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	48.6 points below standard	129.7 points below standard
	Increased ++6.3 points	Increased ++11.4 points
5	254	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	No Performance Color
71.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	39.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -15.5 points	1	Declined -3 points	7
37		47	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
40 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.1 points below standard
Increased ++6.1 points	6	5	Maintained ++0.4 points
173			39

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**
89.9 points below standard	49.4 points above standard	41.3 points below standard
Declined Significantly -18.2 points	14	Maintained ++0.4 points
48		244

Conclusions based on this data:

1. Integrated ELD needs to be more explicit and engaging in every lesson in each classroom to help ELs reach proficiency

2. Each grade level needs to share ELA results from Wonders and see if instruction from each teacher can be modified for student achievement.

3. The teachers with students with disabilities need more coaching and support for student achievement.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
49.8 points below standard	51.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.7 points	Increased ++12.3 points	
315	62	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.1 points below standard	150.4 points below standard
	Increased ++9.6 points	Increased ++6.8 points
5	254	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	No Performance Color
100.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18.9 points	1	Increased Significantly ++16.5 points	7
37		47	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
52.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.3 points below standard
Increased ++5.8 points	6	5	Increased Significantly ++16.6 points
173			39

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**
83.5 points below standard	59.2 points above standard	51.9 points below standard
Declined -4.6 points	14	Maintained ++2.3 points
48		244

Conclusions based on this data:

1. Math assessment data needs to be analyzed and modified for student achievement in all sub groups.

2. Implementation of the Eureka math curriculum in grades TK-5 needs to continue to improve. Coaches working with grades 1,4, and 5 did make progress this year in student achievement.

3. English learners are declining in math - integrated ELD in math needs to more explicit.

School and Student Performance Data

Academic Performance
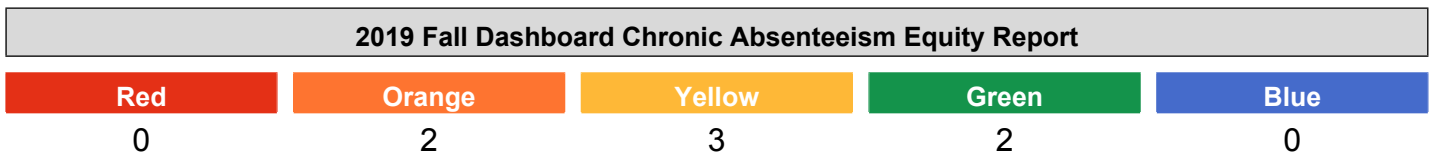## English Learner Progress

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

English Learner Progress
No Performance Color
57.1 making progress towards English language proficiency
Number of EL Students: 70
Performance Level: High
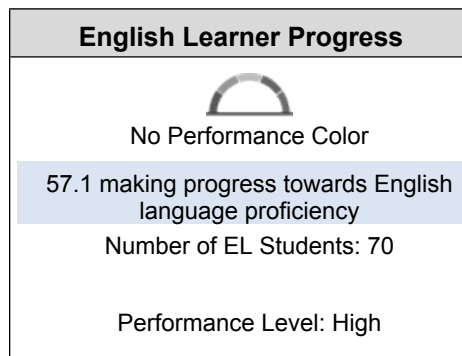
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	27.1	5.7	51.4

Conclusions based on this data:

1. ELD lessons need to be analyzed and modified for student achievement. Encourage teachers to attend ELD trainings at the SJCOE, and have SJOCE work with primary language assts to work effectively with students.

2. Integrated ELD needs to be more explicit and engaging in each classroom and monitored by the principal each week for student achievement.

3. ELA lessons need to be analyzed and student data monitored for each EL in every classroom for increased student achievement on the ELPAC.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
14.7	7.6	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.7	Declined -6.5	
632	105	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.5	21
	Declined Significantly -6.6	Declined -0.9
9	497	124

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
24.4	Less than 11 Students - Data Not Displayed for Privacy	8	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.5	2	Declined -8.9	9
90		75	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
14.2	7.7	Less than 11 Students - Data Not Displayed for Privacy	12.2
Declined -2.4	Declined -23.9	10	Declined -4.7
351	13		82

Conclusions based on this data:

1. After analyzing teacher attendance data, two teachers had 96% attendance for the year in 2018-19. These two teachers worked at creating safe and engaging classrooms for each student.

2. Teachers need to find time each day to reach out to the families of these students who are chronically absent in respectful ways to encourage better attendance for every student and especially African-American students and students with disabilities.

3. The assistant principal and principal need to make more home visits to identify the root cause fo each family's situation regarding chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

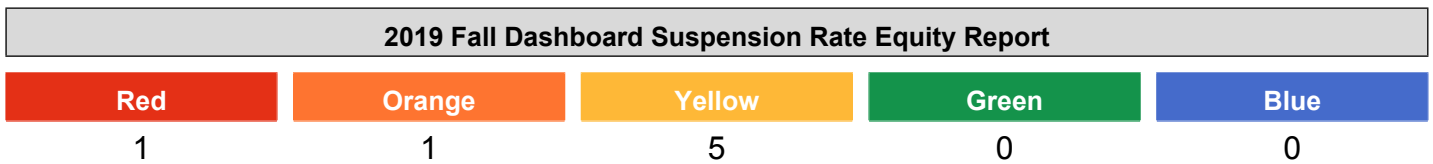## Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	5	0	0

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
7.1	4.8	Less than 11 Students - Data Not 3
Declined Significantly -1.1	Declined -2.6	
644	105	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
9.1	8.1	16.8
Increased +0.8	Declined Significantly -1.3	Declined -2.2
11	506	125

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	No Performance Color
21.7	Less than 11 Students - Data 2	5.2	Less than 11 Students - Data 9
Increased +5.2		Declined -1.2	
92		77	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
4.5	6.7	Less than 11 Students - Data 10	4.7
Declined Significantly -1.5	Declined -9.1		Declined -4.2
354	15		85

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.2	7.1

Conclusions based on this data:

1. Teachers need training on how to deal with distracting and defiant behaviors in the classrooms.

2. Principal and assistant principal need to review the structures and supports for outside of the classroom each quarter in every classroom.

3. Expectations and rules need to posted around the playground and painted on the ground around the playground to promote clear expectations for everyone.

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: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Goal 1

Goal 1: The percentage of K-6 students able to read at grade level will increase from the previous year as measured by DIBELS (K-2), and CAASPP (3-6).

Identified Need

In the area of English Language Arts, students in all categories need support to improve academic progress to overcome learning gaps. Most especially, students with disabilities, English Learners, homeless, and foster students need additional support to improve academic progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Grade 3-6 students and subgroups meeting or exceeding standards - CAASPP ELA	Grade 3 - 31% Grade 4 - 30% Grade 5 - 29% Grade 6 - 18% English Learners - 14% Hispanic - 28% Schoolwide - 28% CAASPP 2021-2022 school year	Grade 3 - 42% Grade 4 - 35% Grade 5 - 32% Grade 6 - 30% English Learners - 24% Hispanic - 38% Schoolwide - 38% CAASPP 2022-2023
Percentage of 1-3 students ready for core support - DIBELS	Grade 1 - 34% Grade 2 - 44% Grade 3 - 57% Winter 2022	Grade 1 - 44% Grade 2 - 54% Grade 3 - 67% Winter 2023

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 In all classrooms, students will receive small group instruction in vocabulary development, reading, and writing. All students will also engage 20 minutes daily with the online reading program, Lexia.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 Students who meet eligibility will receive intervention support during the day and/or after school. Intervention will be provided through the Title I teacher, intervention teacher, and paraprofessionals. Intervention provided after school will be funded with Title I.

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)
75,727.00	Title I Part A: Allocation
0	Title I Part A: Allocation
0	Title I Part A: Allocation
0	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

1.3 Classroom teachers will participate in professional development opportunities to strengthen and enhance instructional practices in all educational environments.

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

Amount(s)   Source(s)

| 15,000.00 | 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)

Students in Dual Language program

Strategy/Activity

1.4 Additional collaboration meetings for the dual language program once a month to support classroom instruction. Teachers will be compensated for their time after the regular school day.

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

Amount(s)	Source(s)
3,000.00	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

1.5 Purchase of books and resources (digital and/or physical) to increase selection in reading levels, genres, and bilingual reading materials. Purchase and provide students literacy based materials and activities to improve reading at their instructional level.

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)
12,000.00	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6 Purchase supplemental digital and physical supplies for Title I classroom and intervention programs.

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)
4000.00	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.

Title I teacher and paraprofessionals effectively worked with small groups with specific literacy needs, identified through DIBELS testing. Engagement was greatly increased with students in person this year. Teachers provided after school tutoring in Spring of 2022 from mid-February to mid-April, three days weekly for all grade levels. Tutoring was well attended. We need to offer tutoring earlier in the year for increased efficacy and sustainable improvement. DIBELS and IDEL testing mid-year was administered physically, however the end of the year assessment was administered digitally in Kindergarten and 1st grade through Amplify. Only the Dual Language (DL) Kindergarten and DL 1st Grade classes administered DIBELS and IDEL physically. Amplify was new and being piloted by our teachers. Piloting a new assessment comes with a learning curve for those administering the assessment, though Amplify was well received. Time on task, focus, and stamina were particularly challenging for students returning to in-person learning this year, post COVID. Student academic endurance improved over the course of the year but did not return to normal. Dual Language collaboration was effective, especially for our teachers new to Dual Language, however, we didn't meet frequently enough. DL teachers planned to attend an outstanding professional development conference in San Francisco, called CABE. However, to our disappointment, the CABE conference ultimately was cancelled and had only a digital option. The DL Team hopes to attend in person next year. The Dual Language Program, started at John R. Williams eight years ago in TK, culminated in the addition of the sixth grade this year. Nineteen students will be moving to Sierra Middle School to continue the Dual Language pathway to bi-literacy. Books and resources were purchased at the end of the school year 21-22 to increase the selection of reading materials, including bilingual books, available to 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.

Instruction in the 2021-22 school year returned to in-person, face-to-face learning. However, the mandatory quarantining of students due to exposure, symptoms, or illness greatly impacted student in-person 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.

There are no changes to this goal.

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: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Goal 2

Goal 2: The percentage of K-6 students meeting grade level standards in mathematics will increase from the previous year as measured by Dreambox (K-6), MAP (4-6), and CAASPP (3-6).

Identified Need

In the area of Mathematics, students in all categories need support to increase academic progress to overcome learning gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 3-6 Grade students meeting or exceeding standards - CAASPP Mathematics	Grade 3 - 34% Grade 4 - 15% Grade 5 - 9% Grade 6 - 16% 2022	Grade 3 - 44% Grade 4 - 25% Grade 5 - 18% Grade 6 - 26% 2023
Percentage of Grade 4-6 Students Proficient/Above - MAP Math	Grade 4 - 8% Grade 5 - 11% Grade 6 - 5% Fall 2022 iReady	Grade 4 - 20% Grade 5 - 22% Grade 6 - 15% Winter 2023

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, with emphasis on students with disabilities, English learners, homeless, and foster students

Strategy/Activity

2.1 Teachers will collaborate to creatively implement instruction and adapt learning tools for improved student achievement and engagement.

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)
17,219	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

2.2 Students who need additional support in Math will be invited to extended day tutoring. Tutoring will be funded with Title I funds. Purchase supplemental physical and digital resources and materials.

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

Amount(s)	Source(s)
9,996.00	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

2.3 Provide online and physical resources and materials to support Math instruction, supplement Eureka, Dreambox, and Xtra Math, and creatively increase student engagement.

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)
9,000.00	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.

The 2021-22 school year returned to in-person, face-to-face instruction. Students and teachers were glad to be back in school. Students struggled with content concepts and endurance (stamina for focusing on learning and time on task). Teachers worked to build student endurance, scheduling brain breaks and movement more frequently into lessons. The mandatory quarantining of students due to exposure, symptoms, or illness negatively impacted student attendance and participation in face-to-face learning. After school tutoring was offered three days weekly in the Spring and was well attended by students at all grade levels. We need to offer tutoring earlier in the school year, consistently in 4-6 week increments, 3 days weekly, and 1 teacher prep day. Students need to be invited and placed in tutor groups based upon skills needed.

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

No major differences except to return to in-person learning thus engaging students face-to-face in the classroom.

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

No major changes

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: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment

Goal 3

Goal 3: Student engagement will improve through activities and strategies to build relationships, promote positive behavior, and improve attendance.

Identified Need

All students need positive academic and social engagement and strong relationships with peers and staff. Focusing on these areas through in-person learning will increase attendance, engagement, and support families/students in all learning modalities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - the percentage of students who are suspended at least once during the academic year - CA Dashboard	11% 2021 - 2022	6% 2022 - 2023
Percentage of K-6 students identified as chronically absent - absent from school 10% or more for the total number of days that they are enrolled in school - Aeries	36.6% 2021 - 2022	25% 2022 - 2023

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

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

All students

Strategy/Activity

3.1 Teachers will implement classroom meetings, clubs, restorative practices, and creative activities to help practice social skills, create positive communication, and build relationships with and among students in in-person learning. Supplemental materials and activities. Social Emotional Learning.

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

Amount(s)	Source(s)
9,000.00	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

3.2 A student store will continue to be developed where Genuine Jaguar tickets/points are created for redemption. Every ticket/point earned has value and counts for student benefits.

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)
500.00	Unrestricted

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Virtual and real world field trips for students by grade level may be provided with associated preceding and/or follow up activities in the classroom, extending learning and exploring subject content.

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)
7,000.00	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

3.4. Implement programs for increased attendance such that award students who have good attendance and improved attendance. Purchase PBIS materials that will positively motivate improved student attendance.

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	Unrestricted

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.5 Counselors and support will be provide to students who need social/emotional support in in-person learning.

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

Amount(s)	Source(s)
17,231.00	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.6 Teachers will implement high engagement programs (such as Mystery Science), materials, and activities in their classrooms to increase student engagement.

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)
10659.00	Title I Part A: Allocation

Annual Review

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.

As we returned to in-person learning, student engagement improved as students were again learning face-to-face. However, unfortunately suspensions also increased as student behavior "post COVID" was challenging at times. Teachers and staff implemented restorative practices. Social Emotional Learning curriculum was taught in all 1st - 6th grade classrooms weekly helping students to learn how to socially interact and to resolve conflict. Emphasis was placed on teaching students to interact without putting hands on each other, using words to express themselves, and reading social cues. We saw tremendous student growth in social interactions yet there is still room for improvement. The social emotional curriculum implemented had tremendous impact in grades 1-4. Grades 5-6 need more focus on relationship building and how to interact socially (online and face-to-face). During recess we provided interactive games such as Giant Jenga and Corn Hole that students loved. We want to continue to offer these recess activities and add to the activity choices available to students. Student Store is effective and very well liked. Funding the store is challenging. PTSA has been our main source of funding but we need to creatively fund our Student Store in addition to the PTSA. Field trips did not manifest this year as many places were still restricted. We look forward to returning to in-person field trips. Attendance was not celebrated in normal assemblies but was celebrated at the end of the school year. We need to return to celebrating attendance frequently in assemblies and providing awards for perfect attendance and improved attendance. Mystery Science and other high engagement programs improved student classroom engagement. Students' need for social emotional support and counseling soared as we returned to in-person learning. Teachers provided support through classroom meetings and activities as well as our school counselor, including using restorative practices.

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

The actual expenditures were vastly less then the budgeted allocations due mostly to COVID restrictions inhibiting students from participating in physical field trips. We did a few virtual field trips and the cost was a fraction of what normal costs. Virtual attendance incentives were hard to find. Virtual classroom meetings and social skill building were difficult tasks and supplemental materials were not readily available resulting in little actual expenditures. High engagement materials were implemented and many were provided by the district reducing actual costs for the site.

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.

One of the key changes to this goal is the implementation of a social/emotional learning curriculum that develops skills for students to successfully connect and thrive with others (3.5). In addition, introducing games, art, and gaming to teach social skills, increase student engagement, improve academic performance, and increase attendance (3.1, 3.4, 3.6).
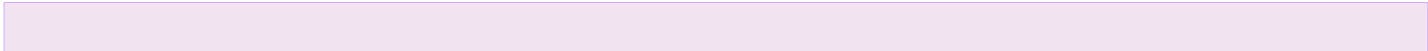
Goals, Strategies, & Proposed Expenditures

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: LUSD will work collaboratively with families to enhance student achievement.

Goal 4

Goal 4: Increase parent/family/caregiver engagement in supporting their child's learning.

Identified Need

Student learning is most successful with intentional support from all stakeholders in a child's life. Providing creative ideas and information to parents and caregivers about how to effectively support their child's learning increases student propensity for success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family events as measured by Raptor, sign in sheets, google docs, and/or tickets.	Baseline TBD	TBD
Parent Square Percentage of Families With Active Accounts	98% Parents contactable through Parent Square, 50% Downloaded Application 2021-2022	100% Parents contactable, 60% Download Application 2022-2023
Percentage of Families completing the Youth Truth Survey Response Rate	13% February 2022	25% February 2023

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

4.1 Host school-wide events such as Parent Nights and multi-cultural events. Provide materials and light grab-n-go refreshments.

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)
2,196.00	Title I Part A: Parent Involvement

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 Host family events such as awards assemblies/Habit of Mind, Harvest Festival, Back to School Night, and Movie Nights. Provide awards and access to the event programming.

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)
500.00	Unrestricted

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This year was unique regarding parent involvement in that though students returned to in person learning, parents remained unable to access campus for most of the school year due to ongoing health/safety concerns. We continued to hold events outside the gates such as Java Jamborees, Trick or Treating, Pictures with Santa, and even Kindergarten Orientation in the parking lot. Parents and students participated wonderfully. We held Back to School Night virtually and family participation was very high. Parent Teacher Conferences were also held virtually with great success. Toward the later part of the year we were able to gather again for band, choir, and orchestra concerts in the evening. Parent turnout was tremendous. We look forward to returning to in person Back to School Night, Harvest Festival, holiday celebrations, and awards ceremonies. At the end of the school year we took a step toward that return. Parent Square remains our primary way of communication with parents and families and we were able to reach 98% or our families. Recognizing that most people primarily interact with their phone, we are working on increasing the number of families who download the Parent Square App which will improve communication.

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

No major differences.

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

We will return to hosting in-person family events such at Back to School Night, Fall Festival, Java Jamborees, movie nights, holiday celebrations, and school wide events. We will continue to build community and foster strong school and family relationships. We look forward to assemblies again. We need to host parent nights that strengthen families and help parents manage behavior, stress, gaming habits, and school work.

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: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Goal 5

Goal 5: All English learners will show growth toward meeting English language proficiency and grade level academic standards.

Identified Need

English learners need continued support to advance academically amidst the challenges of language acquisition. By focusing on strategies that engage and support our English learners their proficiency increases linguistically pursuant to greater overall academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards - CAASPP ELA	14% 2021-2022	24% 2022-2023
ELPAC	2021-2022 ELPAC Level 4: 8% Level 3: 33% Level 2: 42% Level 1: 27%	All English learners will advance one level on the ELPAC

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

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

All students

Strategy/Activity

5.1 Continue to embed integrated ELD practices into daily master schedules in all grades.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.2 English learners will receive Designated ELD daily.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

5.3 Provide primary language support to English learners in the classroom as needed to support language and academic achievement.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

5.4. To support English learners and their families, we will provide interpreters at all family events, and increase the number of bilingual resources available.

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)

| 8,000.00 | 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.

Students received integrated and designated ELD face-to-face daily, rather than at a distance. English Learners also received primary language support through in person small groups where paraprofessionals worked on specific language skills identified through testing. Student engagement improved greatly now that we returned to in person learning. Students' beginning ELPAC scores were very low, however, at each benchmark student scores significantly improved as student skills steadily developed through interventions and primary language support. Bilingual resources were significantly increased, especially grade level classroom reading materials and library books.

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

No major differences. Reduced cost for interpretation due to family events not being on campus.

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 most significant change is the return to in-person learning. We know our primary language support is effective and we will increase this support through extended day learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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

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)

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

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)

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	$119,527.00
Total Carryover Funds	81,168.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,028.00

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	$197,832.00
Title I Part A: Parent Involvement	$2,196.00

Subtotal of additional federal funds included for this school: $200,028.00

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 ($)
Unrestricted	$3,000.00

Subtotal of state or local funds included for this school: $3,000.00

Total of federal, state, and/or local funds for this school: $203,028.00

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
Kyle Dei Rossi	Parent or Community Member
Andrew Sandoval	Parent or Community Member
Dania Chandler	Classroom Teacher
Tobie Head	Classroom Teacher
Yarenit Castro-Garcia	Other School Staff
Jennifer Heck	Principal

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
(signature)	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:

(signature)	Principal, Jennifer Heck on 10/13/2022
(signature)	SSC Chairperson, Kyle Dei Rossi on 10/13/2022

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019