

School Year: 2020-21



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
Marshall Pomeroy Elementary	43733876047609		

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.

At Pomeroy, we work passionately to foster and inspire a love of academic and social learning in which all students can achieve their dreams and create a better world. At Pomeroy we focus on our "Big 5" each year as a way to guide our work. For the 2020 – 2021 school year we will be focusing on the following "Big 5". 1) CCSS with an emphasis on Academic Language Development, Rigor and Critical Thinking 2) Designated English Language Development through WIN (What I Need) 3) Personalized Learning , 4) BEST/PRIDE 5) Parent Engagement.

We believe that it is imperative to focus on Academic Language Development, Rigor and Critical Thinking Skills as a way to develop a deep understanding of Common Core State Standards (CCSS) in English Language Arts (ELA), English Language Development (ELD) and Math. We will use our Professional Learning Communities (PLC) and Professional Development Team (PDT) to determine essential standards, focus on data driven instruction, reflect on our learning and provide an equitable and culturally relevant education to all students. If we focus on providing high quality support to understand, teach and assess the Common Core State Standards using SEAL (Sobrato Early Academic Language), Thinking Maps and Singapore Math strategies, improving the components of our personalized learning platform, then we will see student mastery of Common Core State Standards in all academic areas and the development of 21st century skills. Our goal is that in the 2020-2021 school year all students will continue to make significant growth toward mastery of the CCSS in ELA, ELD and Math.

Pomeroy's Mission Statement:

Pomeroy's community develops engaged, accountable and adaptable students in preparation for a global society through: collaboration, communication, critical thinking, creativity and caring.

Pomeroy's Vision Statement:

At Pomeroy, we work passionately to foster and inspire a love of academic and social learning in which all students can achieve their dreams and create a better world.

Complete Theory of Action can be found in the attachments

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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).

Several surveys were completed through the year to help guide decisions regarding school priorities and programs.

- Student Surveys of school climate and social emotional well being were conducted of all 6th grade students in September and December. These indicated that the majority of our students feel supported, safe and connected to the school community. Areas for improvement revolved around peer relationships with significant numbers of students indicating that they or someone they knew had experienced some form of peer disrespect or aggression (teasing, name calling, pushing, etc) during the school year. The results also indicated that although few in number/percentage, individual students experiencing significant social/emotional/behavioral needs are impacting the overall school climate for

other students.

- Parent Surveys are distributed in various intervals by both the school site as well as the district office.

Classroom Observations

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

Site administrators did frequent classroom and lesson observations covering all subject areas. Observations showed continued need for differentiation and targeted small group instruction to meet the needs of all students. Once the school went to Educate Everywhere remote learning observations consisted of reviewing Google Classroom online learning platform and Google Meet classroom lessons.

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)

Grade level teams use a variety of formal and informal assessments to guide their instruction. As a district we incorporate iReady (math and reading), DRA (grades k - 3), NWEA MAP (grades 4 - 6) as diagnostic tools to guide daily instructional planning and grade level team planning.

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

Teachers monitor student progress throughout each lesson as well as at the end of units. This type of progress monitoring is essential in terms of gap closure and ensuring students receive supports when they need them.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers gather as a collective unit 3 times per month to discuss instructional progress, professional development as well as various other needs at the site level, total of 180 mins per month. Grade level teams also meet every other week to discuss instructional practices.

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

All teachers are fully credentialed and receive a minimum of 60 minutes of professional development each month.

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

Each grade level designs content units based on a backwards mapping model in which standards analysis is the first component.

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

Teachers new to our instructional models (personalized learning platform) receive one year of mentoring. Teachers that are new to the profession will received two years of support through the New Teacher Induction Program provided by the district, which also includes a mentor. Pomeroy has developed a team of teachers to serve as the Professional Development Team and in partnership with Partner In School Innovation, we work as a team to support the instructional needs of our staff.

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

Teacher collaboration time by grade level totals a minimum of 120 minutes per month, but many grade level teams surpass the allotted time.

Teaching and Learning

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

Grade levels are in alignment of all instructional components. Based on student need and grade level enrollments this process is reflected upon annually.

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

A focus on high quality instruction is of the utmost importance at Pomeroy. While planning instruction teachers ensure they are meeting the recommended minutes for Reading, Math, ELD and PE. Embedding History and Science within our curriculum units is also considered to ensure all standards are provided ample time over the course of the school year.

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

Each year scheduling adjustments are made based on enrollment/classroom totals. Each grade level has the opportunity to provide before and/or after school interventions based on student needs. Each year the needs for these services adjust. Funds are always allocated at a level of high needs supports.

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

Pomeroy remains in compliance with the Williams Act.

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

Curriculum adopted by the school district and Pomeroy is standards aligned.

Opportunity and Equal Educational Access

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

Blended and remote learning is embedded into all classroom instruction to provide opportunities for targeted individual and small group instructional supports for under-performing students based on assessments. Software and online learning tools are available to provide practice, review and reteaching of foundational skills for all students based on individual needs.

Evidence-based educational practices to raise student achievement

Targeted individual and small group instructional opportunities are embedded into classroom instruction throughout the day. Software and online learning tools provide practice, review and reteaching of foundational skills.

Parental Engagement

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

Parent workshops on strategies for supporting students at home have been offered throughout the year. When we switched to Educate Everywhere remote learning staff was assigned to Tier 2 and Tier 3 students and their families for check ins and support with learning 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)

Parents were invited to participate in several meetings during the year to provide input into the planning, implementation and evaluation of school programs to assure that they are meeting student needs. These included PTA, SSC/ELAC, Principal Chats. Surveys were also sent home both electronically and in paper format to seek input regarding school programs.

Funding

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

After School Tutoring, Attendance monitoring and support by Assistant Principal and Staff Secretary

Fiscal support (EPC)

Supplemental, Block Grant

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

SPSA reviews occurred monthly (except August and January) during our School Site Council meetings. Community involvement is gathered and program progress is shared on a monthly basis through a principal chat forum. Staff review of programs occurs twice annually to ensure funding is meeting the needs of students.

Resource Inequities

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

Reading:

Hispanic/Latino Inequities: Showing 2.9% LESS growth than all students.

African American Inequities: Showing 14.3% LESS growth than all students.

Before/After School interventions and enrichments

Lexia: Showing 13.5% MORE growth than all students.

Homework Club: Showing 6.5% MORE growth than all students

other: Showing 18.5% MORE growth than all students

Math:

African American Inequities: Showing 17.1% LESS growth than all students.

Before/After School interventions and enrichments

other: Showing 1.1% MORE growth than all students

Designated ELD supplies are allocated to ensure all students have necessary supports for language acquisition.

Professional development: as a school we are working on providing an equitable and culturally relevant instruction to students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.42%	0.42%	1	3	3
African American	1.39%	1.66%	1.97%	10	12	14
Asian	64.39%	64.54%	62.45%	463	466	444
Filipino	10.43%	10.94%	11.53%	75	79	82
Hispanic/Latino	11.40%	11.08%	12.38%	82	80	88
Pacific Islander	0.70%	0.83%	0.28%	5	6	2
White	5.01%	4.99%	5.06%	36	36	36
Multiple/No Response	%	%	5.91%			0
Total Enrollment				719	722	711

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	112	115
Grade 1	88	99	101
Grade 2	91	87	102
Grade3	96	103	96
Grade 4	110	90	95
Grade 5	107	110	89
Grade 6	111	121	113
Total Enrollment	719	722	711

Conclusions based on this data:

1. Enrollment is steady in the area, however it is known through internal district data that there are many students attending school at Pomeroy while residing in other MUSD school boundaries (overflowed to Pomeroy).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	187	236	236	26.0%	32.7%	33.2%
Fluent English Proficient (FEP)	142	152	149	19.7%	21.1%	21.0%
Reclassified Fluent English Proficient (RFEP)	29	35	34	13.9%	18.7%	14.4%

Conclusions based on this data:

1. Number of English Learners is slightly increasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	94	101	112	93	98	112	93	98	95.7	98.9	97
Grade 4	98	113	85	96	109	85	96	108	85	98	96.5	100
Grade 5	106	109	107	99	107	103	99	107	103	93.4	98.2	96.3
Grade 6	108	111	115	107	107	115	107	107	115	99.1	96.4	100
All	429	427	408	414	416	401	414	415	401	96.5	97.4	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2441.	2467.	2457.	28.57	45.16	38.78	23.21	27.96	25.51	25.89	15.05	20.41	22.32	11.83	15.31
Grade 4	2515.	2497.	2527.	42.71	36.11	51.76	36.46	25.93	28.24	7.29	19.44	9.41	13.54	18.52	10.59
Grade 5	2589.	2588.	2563.	59.60	65.42	46.60	24.24	20.56	31.07	10.10	6.54	11.65	6.06	7.48	10.68
Grade 6	2609.	2619.	2599.	44.86	58.88	51.30	40.19	25.23	27.83	12.15	13.08	10.43	2.80	2.80	10.43
All Grades	N/A	N/A	N/A	43.48	51.57	47.13	30.92	24.82	28.18	14.25	13.49	12.97	11.35	10.12	11.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.93	40.86	41.84	44.14	48.39	40.82	27.93	10.75	17.35
Grade 4	35.42	35.19	49.41	54.17	51.85	43.53	10.42	12.96	7.06
Grade 5	63.64	54.21	43.69	28.28	38.32	47.57	8.08	7.48	8.74
Grade 6	47.66	61.68	50.43	44.86	32.71	34.78	7.48	5.61	14.78
All Grades	43.34	48.19	46.38	42.86	42.65	41.40	13.80	9.16	12.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	37.63	26.53	47.32	44.09	53.06	24.11	18.28	20.41
Grade 4	42.71	33.33	43.53	50.00	47.22	43.53	7.29	19.44	12.94
Grade 5	67.68	67.29	47.57	26.26	26.17	40.78	6.06	6.54	11.65
Grade 6	59.81	61.32	55.65	34.58	27.36	34.78	5.61	11.32	9.57
All Grades	49.28	50.24	43.89	39.61	35.99	42.64	11.11	13.77	13.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.25	33.33	31.63	60.71	59.14	61.22	8.04	7.53	7.14
Grade 4	28.13	30.56	35.29	63.54	66.67	56.47	8.33	2.78	8.24
Grade 5	40.40	41.12	32.04	52.53	55.14	61.17	7.07	3.74	6.80
Grade 6	37.38	37.74	39.13	61.68	59.43	54.78	0.93	2.83	6.09
All Grades	34.30	35.75	34.66	59.66	60.14	58.35	6.04	4.11	6.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.63	35.48	28.57	51.35	49.46	51.02	18.02	15.05	20.41
Grade 4	43.75	28.70	43.53	45.83	53.70	44.71	10.42	17.59	11.76
Grade 5	61.62	60.75	52.43	32.32	32.71	35.92	6.06	6.54	11.65
Grade 6	57.94	66.36	47.83	37.38	30.84	40.00	4.67	2.80	12.17
All Grades	48.18	48.19	43.39	41.89	41.45	42.64	9.93	10.36	13.97

Conclusions based on this data:

1. The overall achievement for all students in English-Language Arts has shown growth by 8.09% in students exceeding standards.
2. Our school was able to decrease the percentage of students below standard in overall achievement in English-Language Arts by 1.23%.
3. Significant decrease in the percentage of students below standard in Reading- Demonstrating understanding of literary and non-fictional texts by 4.64%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	117	94	101	116	93	98	116	93	98	99.1	98.9	97
Grade 4	98	113	85	98	110	85	98	110	85	100	97.3	100
Grade 5	106	109	107	105	109	104	105	109	104	99.1	100	97.2
Grade 6	108	111	115	108	110	114	108	110	114	100	99.1	99.1
All	429	427	408	427	422	401	427	422	401	99.5	98.8	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2479.	2478.	30.17	40.86	38.78	31.03	36.56	30.61	23.28	8.60	18.37	15.52	13.98	12.24
Grade 4	2522.	2509.	2527.	42.86	31.82	41.18	24.49	33.64	32.94	24.49	20.00	20.00	8.16	14.55	5.88
Grade 5	2573.	2580.	2553.	55.24	54.13	39.42	15.24	17.43	22.12	19.05	22.02	25.96	10.48	6.42	12.50
Grade 6	2611.	2625.	2604.	48.15	64.55	50.88	27.78	15.45	19.30	17.59	12.73	20.18	6.48	7.27	9.65
All Grades	N/A	N/A	N/A	43.79	48.10	42.89	24.82	25.36	25.69	21.08	16.11	21.20	10.30	10.43	10.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.24	60.22	55.10	37.07	25.81	27.55	20.69	13.98	17.35
Grade 4	53.06	49.09	52.94	23.47	26.36	31.76	23.47	24.55	15.29
Grade 5	59.05	57.80	46.15	24.76	32.11	36.54	16.19	10.09	17.31
Grade 6	61.11	72.73	57.02	29.63	18.18	28.07	9.26	9.09	14.91
All Grades	53.63	59.95	52.87	29.04	25.59	30.92	17.33	14.45	16.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.34	47.31	46.94	43.10	39.78	41.84	21.55	12.90	11.22
Grade 4	38.78	28.18	43.53	47.96	50.00	47.06	13.27	21.82	9.41
Grade 5	52.38	55.96	38.46	38.10	34.86	45.19	9.52	9.17	16.35
Grade 6	45.37	56.36	50.00	47.22	30.91	36.84	7.41	12.73	13.16
All Grades	42.86	46.92	44.89	44.03	38.86	42.39	13.11	14.22	12.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.93	53.76	43.88	47.41	30.11	41.84	14.66	16.13	14.29
Grade 4	45.36	35.45	47.06	41.24	49.09	41.18	13.40	15.45	11.76
Grade 5	41.90	49.54	39.42	44.76	42.20	43.27	13.33	8.26	17.31
Grade 6	50.93	64.55	53.51	37.96	24.55	36.84	11.11	10.91	9.65
All Grades	43.90	50.71	46.13	42.96	36.73	40.65	13.15	12.56	13.22

Conclusions based on this data:

1. The percentage of students exceeding standards in overall achievement for students increased by 4.31%.
2. The percentage of students below standard in Concepts & Procedures- Applying mathematical concepts and procedures decreased by 2.88%.
3. The percentage of students exceeding standards in Communicating Reasoning- Demonstrating ability to support mathematical conclusions increased by 6.81%, which has been a focus standard for our teachers.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1469.0	1436.2	1472.9	1441.8	1460.0	1423.0	59	43
Grade 1	1505.0	1485.7	1505.2	1486.2	1504.2	1484.8	40	46
Grade 2	1547.4	1549.2	1550.3	1548.3	1544.0	1549.5	37	35
Grade 3	1536.4	1532.4	1531.0	1534.9	1541.3	1529.5	24	30
Grade 4	1538.2	1510.2	1532.8	1510.8	1543.1	1508.9	34	19
Grade 5	1500.9	1568.1	1497.9	1570.1	1503.4	1565.5	17	26
Grade 6	1491.1	1527.5	1491.4	1529.6	1490.5	1524.9	20	19
All Grades							231	218

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.63	18.60	*	44.19	23.73	32.56	*	4.65	59	43
1	75.00	39.13	*	30.43	*	23.91	*	6.52	40	46
2	86.49	62.86	*	28.57	*	8.57		0.00	37	35
3	50.00	50.00	*	30.00	*	13.33	*	6.67	24	30
4	55.88	68.42	32.35	10.53	*	5.26	*	15.79	34	19
5	*	69.23	*	15.38	*	7.69	*	7.69	17	26
6	*	47.37	*	26.32	*	15.79	*	10.53	20	19
All Grades	61.47	47.25	19.48	28.90	12.12	17.43	6.93	6.42	231	218

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.10	23.26	*	39.53	*	30.23	*	6.98	59	43
1	77.50	45.65	*	26.09	*	19.57	*	8.70	40	46
2	86.49	71.43	*	20.00		8.57		0.00	37	35
3	70.83	63.33	*	20.00	*	10.00	*	6.67	24	30
4	64.71	73.68	*	10.53	*	0.00	*	15.79	34	19
5	*	80.77	*	11.54	*	3.85	*	3.85	17	26
6	*	68.42	*	21.05	*	0.00	*	10.53	20	19
All Grades	68.83	56.42	16.02	23.39	7.79	13.30	7.36	6.88	231	218

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.24	13.95	*	46.51	28.81	34.88	*	4.65	59	43
1	70.00	32.61	*	36.96	*	21.74	*	8.70	40	46
2	75.68	42.86	*	48.57	*	5.71		2.86	37	35
3	*	33.33	*	40.00	*	20.00	*	6.67	24	30
4	38.24	57.89	41.18	21.05	*	0.00	*	21.05	34	19
5	*	15.38	*	50.00	*	26.92	*	7.69	17	26
6	*	26.32	*	15.79		42.11	*	15.79	20	19
All Grades	52.38	30.28	23.81	39.45	16.45	22.02	7.36	8.26	231	218

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	69.49	23.26	22.03	67.44	*	9.30	59		43
1	80.00	58.70	*	34.78	*	6.52	40		46
2	89.19	62.86	*	34.29		2.86	37		35
3	66.67	53.33	*	36.67	*	10.00	24		30
4	67.65	52.63	*	31.58	*	15.79	34		19
5	64.71	30.77	*	61.54	*	7.69	17		26
6	*	42.11	*	47.37	*	10.53	20		19
All Grades	71.43	46.33	20.78	45.41	7.79	8.26	231		218

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.80	25.58	27.12	65.12	*	9.30	59	43
1	80.00	21.74	*	71.74	*	6.52	40	46
2	89.19	74.29	*	25.71		0.00	37	35
3	58.33	63.33	*	26.67	*	10.00	24	30
4	73.53	73.68	*	10.53	*	15.79	34	19
5	*	88.46	*	7.69	*	3.85	17	26
6	*	73.68	*	15.79	*	10.53	20	19
All Grades	70.13	53.67	21.65	38.99	8.23	7.34	231	218

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.46	2.33	52.54	95.35		2.33	59	43
1	75.00	52.17	*	39.13	*	8.70	40	46
2	86.49	31.43	*	68.57	*	0.00	37	35
3	*	20.00	66.67	66.67	*	13.33	24	30
4	35.29	47.37	55.88	31.58	*	21.05	34	19
5	*	34.62	*	53.85	*	11.54	17	26
6	*	26.32	*	26.32	*	47.37	20	19
All Grades	51.95	29.82	39.39	58.72	8.66	11.47	231	218

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.27	62.79	22.03	30.23	*	6.98	59	43
1	40.00	28.26	57.50	63.04	*	8.70	40	46
2	72.97	37.14	*	60.00		2.86	37	35
3	45.83	36.67	50.00	56.67	*	6.67	24	30
4	47.06	47.37	47.06	31.58	*	21.05	34	19
5	*	26.92	*	69.23	*	3.85	17	26
6	*	47.37	65.00	42.11	*	10.53	20	19
All Grades	54.98	40.83	39.83	51.38	5.19	7.80	231	218

Conclusions based on this data:

1. Out of 231 students, 142 students are very close to qualifying for reclassification at a Level 4.

2. Reading will continue to be a focus for targeted instruction to improve student performance for English Language Learners (section of the test that needs the most development).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
722	21.3	32.7	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	236	32.7
Homeless	7	1.0
Socioeconomically Disadvantaged	154	21.3
Students with Disabilities	51	7.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.7
American Indian	3	0.4
Asian	466	64.5
Filipino	79	10.9
Hispanic	80	11.1
Two or More Races	40	5.5
Pacific Islander	6	0.8
White	36	5.0

Conclusions based on this data:

1. Continue to ensure that our SPSA supports the development of our students identified as socioeconomically disadvantaged, which is a large population at 20.2%.
2. Designate funds to support our English Language development throughout the school to reach the 26% of students identified as English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. There is clear evidence that continued focus needs to be put on reducing the chronic absenteeism rate.
2. School academic performance nearing the highest level.
3. School suspension rate is very low, which is a great reflection of our restorative justice practices.

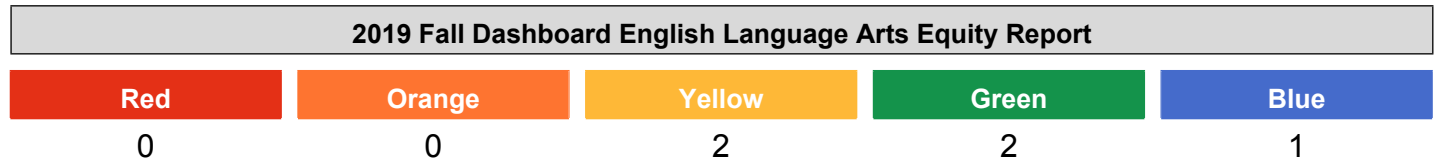
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 54.9 points above standard Declined -7.5 points 397	English Learners  Green 42.1 points above standard Declined -12.5 points 179	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 3.7 points above standard Declined Significantly -16.7 points 103	Students with Disabilities  No Performance Color 48.8 points below standard Declined Significantly -23.9 points 36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 74.9 points above standard Maintained -2.7 points 252	Filipino  Green 35.8 points above standard Declined Significantly -19.7 points 48
Hispanic  Yellow 0.1 points above standard Declined Significantly -18 points 43	Two or More Races  No Performance Color 13.5 points above standard Declined -7.3 points 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 61.3 points above standard Increased ++9.9 points 18

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 35.6 points below standard Declined -14.3 points 72	Reclassified English Learners 94.4 points above standard Declined -9.3 points 107	English Only 52.3 points above standard Maintained ++1.2 points 168
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Conclusions based on this data:

1. Additional focus needs to be placed on our socio economically disadvantaged students. We will intentionally target the development, instructions, and interventions available to our students in this sub group to increase academic performance in Language Arts.
2. Additional focus needs to be placed on our Hispanic students that are not English Learners. We will intentionally target the development, instructions, and interventions available to our students in this sub group to increase academic performance in Language Arts.

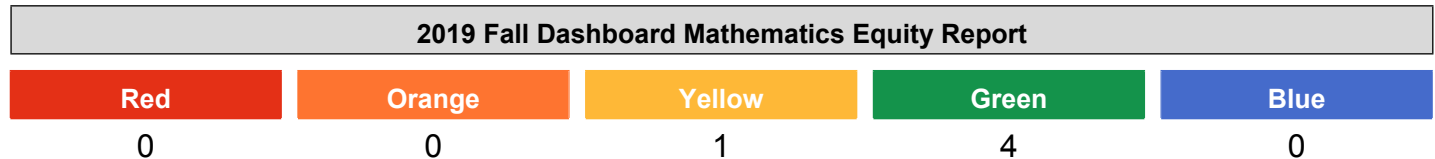
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 42.7 points above standard Declined -10.9 points 396	English Learners  Green 33.3 points above standard Declined Significantly -15.8 points 178	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 7.2 points below standard Declined Significantly -16 points 103	Students with Disabilities  No Performance Color 46.2 points below standard Declined Significantly -15.5 points 36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 66.5 points above standard Declined -11.4 points 251	Filipino  Green 22.4 points above standard Declined -12 points 48
Hispanic  Green 23.1 points below standard Increased ++7.5 points 43	Two or More Races  No Performance Color 6.1 points below standard Declined -13.5 points 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 45.1 points above standard Maintained -1.7 points 18

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 32.4 points below standard Declined Significantly -24.2 points 72	Reclassified English Learners 77.9 points above standard Declined -8.2 points 106	English Only 35.9 points above standard Maintained -2.5 points 168
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Conclusions based on this data:

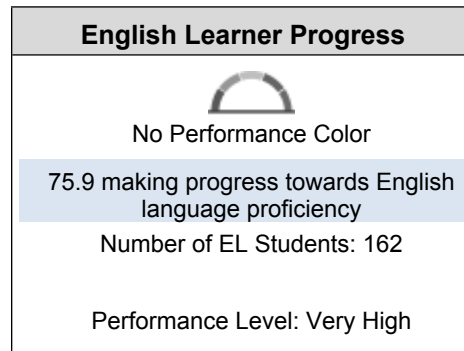
1. Our students with two or more races are scoring below standard. We will intentionally target the development, instructions, and interventions available to our students in this sub group to increase academic performance in Mathematics.
2. Our Hispanic students are scoring below standard. We will intentionally target the development, instructions, and interventions available to our students in this sub group to increase academic performance in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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	24	49	74

Conclusions based on this data:

1. Nearly half of our EL population is making progress towards English proficiency.
2. 76% of students have either progressed at least one level or have maintained at level 4.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5.8 Maintained +0.1 762	English Learners  Orange 6.1 Increased +1.8 261	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 25 Increased +10.7 16	Socioeconomically Disadvantaged  Green 9.1 Declined -2.1 176	Students with Disabilities  Green 9.5 Declined -1.1 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>30.8</div> Increased +14.1 13	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Yellow <div>4.3</div> Increased +0.8 494	Filipino  Yellow <div>4.9</div> Increased +2.4 81
Hispanic  Yellow <div>11.5</div> Declined -6.8 87	Two or More Races  Green <div>4.5</div> Declined -1.3 44	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Blue <div>0</div> Declined -2.4 35

Conclusions based on this data:

1. Noticeable increases in chronic absences in our African American sub group. Work will be done to positively impact and create declines in these percentages through parent engagement.
2. Overall rate has maintained.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

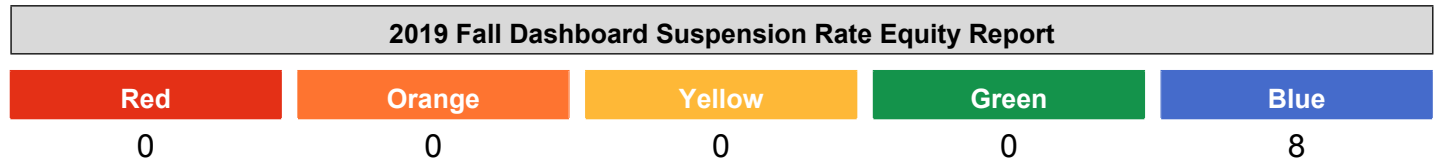
School and Student Performance Data

Conditions & Climate Suspension Rate

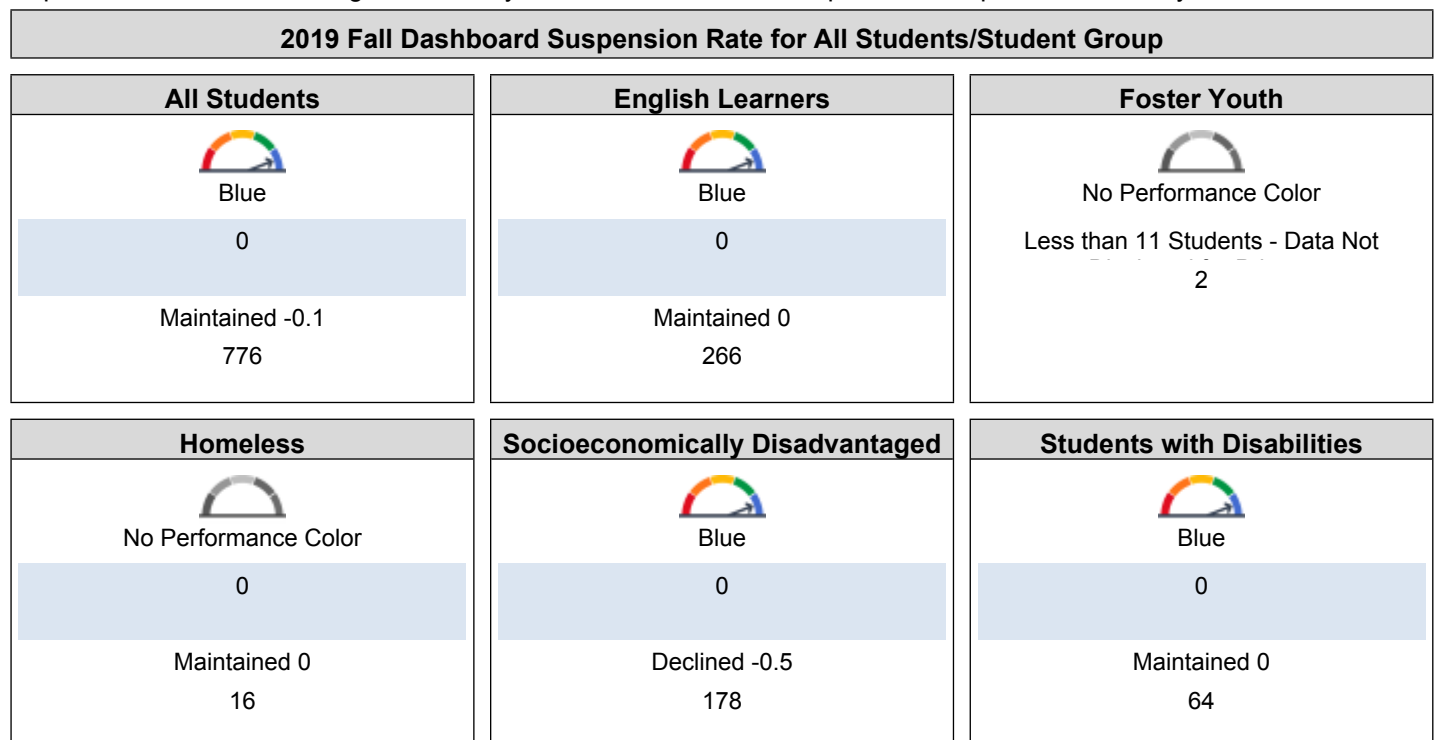
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 13	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  Blue 0 Maintained 0 503	Filipino  Blue 0 Maintained 0 81
Hispanic  Blue 0 Declined -1.1 89	Two or More Races  Blue 0 Maintained 0 45	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Blue 0 Maintained 0 36

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0

Conclusions based on this data:

1. Our PBIS system and efforts school-wide continue to be effective in supporting students with their behavior, conflict-management, and interactions with others.
2. We had one suspension during the 2019-20 school year, which positivity through our PBIS model.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Learning

LEA/LCAP Goal

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.

Goal 1

Pomeroy students will increase proficiency rates in both ELA and Math as measured by iReady diagnostic assessments.

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are performance gaps affecting students. Further development of staff Professional Learning Communities is necessary to ensure high quality instruction is provided to all students in ELA. Additional supports will be put into place to support our historically underserved groups in both ELA and Math..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Benchmark Assessment	<p>ELA</p> <p>All Student's proficiency increased 17.5% from August to March.</p> <p>Low Socio-economic student proficiency increased 17.5% from August to March.</p> <p>English Learner student proficiency increased 24% from August to March.</p> <p>Latinx student proficiency increased 14.6% from August to March.</p> <p>Black student proficiency increased 3.2% from August to March.</p> <p>MATH</p> <p>All Student's proficiency increased 26.9% from August to March.</p>	<p>Goals for the upcoming 2020-21 school year are as follows:</p> <p>ELA</p> <p>All Student's proficiency increased 20% from August to March.</p> <p>Low Socio-economic student proficiency increased 20% from August to March.</p> <p>English Learner student proficiency increased 26.5% from August to March.</p> <p>Latinx student proficiency increased 16.7% from August to March.</p> <p>Black student proficiency increased 7% from August to March.</p> <p>MATH</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Low Socio-economic student proficiency increased 29.8% from August to March.</p> <p>English Learner student proficiency increased 30.4% from August to March.</p> <p>Latinx student proficiency increased 28.4% from August to March.</p> <p>Black student proficiency increased 9.8% from August to March.</p>	<p>All Student's proficiency increased 30% from August to March.</p> <p>Low Socio-economic student proficiency increased 32.3% from August to March.</p> <p>English Learner student proficiency increased 33.3% from August to March.</p> <p>Latinx student proficiency increased 31.6% from August to March.</p> <p>Black student proficiency increased 13.4% from August to March.</p>
CAASPP - state assessment	<p>ELA</p> <p>All Students 63.7 points above standard - increase of 8.5 points</p> <p>Low Socio-economic= 19.8 points above standard an increase of 6.0 points</p> <p>English Learners = 56.1 points above standard an increase of 15.2 points</p> <p>Latinx= 17.2 points below standard an increase of 5.4 points</p> <p>Math</p> <p>All Students 55 points above standard - increased 9.5 points</p> <p>Low Socio-economic = 10.4 points above standard an increase of 4.6 points</p> <p>English Learners = 51.3 points above standard an increase of 13.7 points</p> <p>Latinx= 32.2 points below standard a decrease of 14.5 points</p>	<p>Goals for the upcoming 2020-21 school year are as follows:</p> <p>ELA</p> <p>All Students 69.0 points above standard</p> <p>Low Socio-economic = 22.2 points above standard</p> <p>English Learners = 63.7 points above standard</p> <p>Latinx= 20.8 points above standard</p> <p>Math</p> <p>All Students 61.8 points above standard</p> <p>Low Socio-economic = 14.7 points above standard</p> <p>English Learners = 58.9 points above standard</p> <p>Latinx= 20.5 points below standard</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At Promise Students

Strategy/Activity

Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations. Ongoing support for Thinking Maps Pathways to Proficiency to utilize during devoted ELD block. Continue to develop grade level CCSS ELD time and curriculum. Integrate ELD in ELA content schoolwide. Provide time for planning, non-fiction text and materials for unit development. Incorporate all credentialed teachers to ensure students are receiving what they need. Ensure opportunities to support vocabulary development occur before/after school. Multi-Tiered System of Supports Description: Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Supplemental

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

Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Personalized Learning and Other Interactive Instructional Practices. Ongoing support and training for inclusionary practices. Continue developing WIN, SEAL and PLP units/lesson focusing on the needs of struggling students, the incorporation of cognitive skills, Habits of Success and technology integration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Block Grant

15,000

Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At Promise Students

Strategy/Activity

Monitor Interventions and develop CCSS aligned and rigorous units of study with the support of our Assistant Principal. Continue to identify individual needs using multiple measures of additional data. Use ROCI to create action plans and SMART goals around CCSS in ELA. Purchase and implement appropriate supports and professional development. Utilize WIN (What I Need) rotations to maximize student learning and personalization. Multi-Tiered System of Supports Description: Work with Partners In School Innovation to ensure appropriate interventions are meeting the needs of students, and teacher professional development is improving the effectiveness of standards based instruction with a focus on Culturally Responsive Teaching.

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)

14,250

Source(s)

Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At Promise Students

Strategy/Activity

Targeted instruction will be used to ensure the acceleration of language acquisition for English Learners and support historically underserved populations. Evaluate effectiveness of RTI support for our underserved students. Continue to use district provided or grade level specific rubrics to guide instruction in ELA and Math. Incorporate the use of personalized learning opportunities and language acquisition software. Multi-Tiered System of Supports Description: Incorporate the use of personalized learning opportunities and language acquisition software.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Block Grant

14,000	Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Multi-Tiered System of Supports Description: Provide opportunities for underserved populations to access before/after school supports and enrichments.

Strategy/Activity

Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations. Implement push-in resource support for our special education students, rather than pull out support (as appropriate). Provide opportunities for underserved populations to access before/after school supports and enrichments. Assess and evaluate effectiveness of previous year's plan and make changes accordingly.

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	Supplemental

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Teachers have access to and receive support in implementing the most current methods for instructional best practices. Teachers take advantage of professional development, grade level team collaboration time, and reflect collectively after instruction to make improvements moving forward. Our students are benefiting from the teachers' dedication to our continued work around equity, culturally responsive teaching, and breaking down historic systems of educational oppression. Teachers have been refining and implementing SEAL methods and Personalized Learning strategies to ensure the growth of all students academically and social-emotionally. Our subgroups are benefiting from this personalized and differentiated style of instruction to have their individual needs met and challenged on a daily basis. Our school has created systems of support

that take place before and after school to increase the opportunities for our students to access technology and their curriculum.

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

Implementation went as planned and we spent slightly less than what we had budgeted for. We will be making minimal changes for the coming year due to the success that we saw this year with this goal.

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 have some grade levels that have completed their instructional trainings, so the amount budgeted will be less due to a decreased need of substitutes (refer to proposed expenditures). Less money is also being allocated to software in exchange for additional money being spent on teacher led interventions before/afterschool.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning and School Climate

LEA/LCAP Goal

All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment.

Goal 2

Pomeroy will continue to address the social emotional needs of all students by incorporating character development and restorative justice practices. With the focus on social emotional need we anticipate an increase in daily attendance rates.

Identified Need

As demonstrated by parent participation, a 97.19% attendance rate, insufficient parent education/engagement opportunities. The need is to target and evaluate actions to address identifiable opportunities for parent engagement and an increase in social emotional well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Suspension rate 0.1%, maintained 0.1%	Bring suspension rate to zero while establishing, communicating and maintaining a behavior expectation system for our school.
Attendance Rate	97.3% average daily attendance rate (as measured by Aeries Attendance Summary Report)	Bring the attendance rate to 98.2% measured by Aeries Attendance Summary Report
California School Dashboard	5.7% chronic absenteeism rate, increase of 1.2%	Bring chronic absenteeism rate to 4.6%

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At Promise Students

Strategy/Activity

Based on collected data make appropriate changes in providing assemblies, Parent Nights, classroom lessons, Peacemaker program and teacher PD on ways to enhance bully prevention on our campus. Utilize our Assistant Principal and classified staff to support this work. Continue our partnership with outside agencies to guide this work. Multi-Tiered System of Supports Description: Further develop PBIS strategies by partnering with behavioral and support programs. Include the counselor on our PBIS team and incorporate staff PD once annually.

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)

14,000

Source(s)

Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Tier 2 and 3 students

Strategy/Activity

Integrate social emotional behavior into the RTI paradigm/ Behavior Expectation System for our School Site. Based on BEST implementation evaluation feedback, make changes and updates to our program. Purchase positive reinforcement items for PRIDE Cart and ensure Friday Club selection is promoting positive behavior. Incorporate a social emotional behavior course in alternating WIN cycles. Provide a stipend for a teacher to serve as the Pomeroy PBIS coordinator to ensure continued progress in conjunction with the work our classified staff do to support the work throughout the 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)

5,000

Source(s)

Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Tier 2 and 3 students

Strategy/Activity

Monitor attendance and provide supports early to ensure efforts are made to attend school each day. Reward students for improving their attendance rate or maintaining 100% 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)

9,000

Source(s)

Block Grant

1,000

Supplemental

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

With the continued focus of PBIS proven effective due to a low suspension rate. With the continued partnership with Soul Shoppe, students have common language in terms of speaking about emotions and conflict management, positive reflection should occur in our next Healthy Kids survey. The addition of a full time assistant principal has been essential to the social emotional benefit of the students as well as the community.

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

At this time we do not anticipate any 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.

As a team we have chosen to increase the attendance budget in hopes of finding additional ways to support our students with attendance challenges. Due to two years of low caseloads for our school counselor, we have chosen to forgo the additional day of service.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Promote meaningful, positive parent and family engagement to ensure student success

Goal 3

Pomeroy staff will increase the opportunities for community engagement.

Identified Need

The Pomeroy community needs to continue to feel heard and seen throughout the instruction and events held at school. The community is also seeking increased input in the decision making processes at the school level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Parent Engagement Survey - providing input	6% of parents feel we do not provide parents with opportunities to provide input. 22% of parents feel we somewhat provide parents with opportunities to provide input. 72% of parents feel we mostly or completely provide parents with opportunities to provide input.	5% of parents feel we do not provide parents with opportunities to provide input. 15% of parents feel we somewhat provide parents with opportunities to provide input. 80% of parents feel we mostly or completely provide parents with opportunities to provide input.
District Parent Engagement Survey - parent involvement in program design	5% of parents feel we do not provide parents with involvement in program design. 21% of parents feel we somewhat provide parents with involvement in program design. 74% of parents feel we mostly or completely provide parents with involvement in program design.	4% of parents feel we do not provide parents with involvement in program design. 15% of parents feel we somewhat provide parents with involvement in program design. 81% of parents feel we mostly or completely provide parents with involvement in program design.

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

Plan events to bring our community together. Events range from academic, social emotional, cultural, parent education etc. Parents will be offered multiple ways to be engaged, learn about, provide input, and monitor school programs and activities through events such as PTA Meetings, Principal Chats, ELAC Meetings, Parent surveys. Utilize our Assistant Principal and classified staff to support this work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Majority of time spent supporting our historically underserves students.

Strategy/Activity

Continue funding a full time Assistant Principal. Roles and responsibilities include and an emphasis of incorporating the Pomeroy Community in this work:

Community Communication:

Ensure families are up to date with all events and needed information

School Website - update on a regular basis with the most pertinent information

ParentSquare- update calendar with all school events and set reminders, write and produce announcements

Handbooks- update from year to year, make sure that all school policies, procedures, and expectations are clearly explained, include schedules and important calendar dates

Interventions:

Create a schedule of before/after school supports that are provided to students needing interventions

Support teachers in implementing effective interventions for students

Soul Shoppe Coordinator:

Schedule and plan program modification for workshops TK-6th
Provides common language across the school, SEL support
Attend workshops to evaluate impact for students
Plan and schedule parent night, staff training, check-ins
Distribute materials and resources

Peacemaker Program:

Undergo yearly training
Present assembly for each grade level to establish what a quality peacemaker is, nomination of students, selection of peacemaker team for the year
Monthly meetings and check-ins
Coordinate schedule and needed materials for peacemakers for recess duties
Schedule 6-hour training for students, attend training
Rewards and incentives, peacemaker of the month awards
End of the year celebration and gifts of appreciation

Attendance:

Monitoring and data tracking
SARB Letters
Phone calls and family meetings
Providing resources and information about policies
Awareness Month
Rewards and Incentives

Behavior Management:

Supporting students in conflict management
Developing and implementing strategies to improve behavior
Constructive consequences
Family communication
Supporting teachers in strategy building
Providing resources and learning opportunities

Family Engagement:

Family Education Nights (PLP, SEAL, Guest Speakers, Student Presentations, Activities/Enrichment)
Back-To-School Night
Open House
Community Outreach, Involvement in Community Activities
Surveys, Town Halls, Community Chats
Family check-ins, 1:1 meetings
Classroom Tours, Observations

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)

33,000	Supplemental
19,000	Block Grant

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The utilization of free programs has decreased the cost associated with community events. This upcoming year we plan on holding an increased number of events to ensure we are building community and therefore hopefully decreasing our chronic absenteeism percentage. We hope to further develop our community engagement by offering higher levels of inclusion in event planning and implementation of Assistant Principal work.

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

This is a new goal for our district LCAP.

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

This is a new goal for our district LCAP.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$155,250
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,250.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Block Grant	\$39,000.00
Supplemental	\$116,250.00

Subtotal of state or local funds included for this school: \$155,250.00

Total of federal, state, and/or local funds for this school: \$155,250.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Block Grant	39,000.00
Supplemental	116,250.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	Block Grant	39,000.00
	Supplemental	116,250.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	69,250.00
Goal 2	29,000.00
Goal 3	57,000.00

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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
1. Nichol Klein	Principal
2. Deanna Sainten	Other School Staff
3. Terri Lawrence	Classroom Teacher
4. Paige Brown	Classroom Teacher
5. Justin Chen	Parent or Community Member
6. Naveen Ancha	Parent or Community Member
7. Alice Guo	Parent or Community Member
8. Esther Ynzunza	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 5/13/20.

Attested:

Principal, Nichol Klein on 5/21/20
SSC Chairperson, Justin Chen on 5/21/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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