School Year: **2021-22**

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
Robert Semple Elementary School	48-70524-6051015	April 2020	May 2021

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)

N/A

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.

N/A. We are not in Differentiated Assistance.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Robert Semple uses a variety of surveys to understand the students' and family experience and needs. One survey we give district-wide is the DRS/REACH survey. This survey focuses on understanding relationships, effort, aspirations, cognition and heart (interests) of students. In addition, our School Site Council creates a survey twice a year (fall and spring) for families to have a platform to share ideas, concerns, and give feed back. This survey asks questions about the school experience, safety, communication, and our overall school climate.

Results from these surveys are analyzed by our School Site Councils as well as with our staff. These results are used to foster the creation of school goals for our Single Plan for Student Achievement.

Trends from the surveys that informed this Single Plan for Student Achievement showed a joint desire to have an emphasis on equity and inclusion, be more culturally responsive (primarily around our African American and Students with Disabilities populations), incorporate more social/emotional awareness, and an increased awareness of how children are progressing academically.

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

In a typical school year, site and District Administrators are in and out of classrooms on a daily basis, virtually and infrequently in-person. These informal "walkthroughs" provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support.

In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance and discuss areas of strength and focus areas.

Teacher evaluation areas of focus are: Instruction, Planning and Preparation, Classroom Environment, and Professional Responsibilities.

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)

Data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, grades, SBAC/CAASPP/NWEA, surveys, benchmarks, and classroom assessments. Data is used to look at areas of success as well as areas that need improvement. We work to determine the root causes for our performance in these areas and then utilize evidence-based practices to support our students' success.

Our District is implementing a new data management system, Aries, to support all administrators and teachers in using data to improve student outcomes. Ongoing training will be provided so that all staff have the technical skills along with the data inquiry knowledge to access and use data to drive instruction and meet students' academic needs.

Due to the current situation of the 2019 Covid-19 pandemic and the impact it has had on the ability to collect consistent, reliable data, the below data analysis from 2018 - 2019 is the most accurate and current. Multiple measures were used in the following are areas as support for the focus and continued work:

ELA
Overall/All Students: Green
Not meeting performance goals/Red: African American
Approaching performance goals/Yellow: Two or More Races, Socioeconomically Disadvantaged
Meeting/Exceeding performance goals/Blue and Green: Hispanic, White, English Learners

Math
Overall/All Students - Green
Not meeting performance goals - Red/Orange African American (No performance color, but showed significant decline)
Approaching performance goals -Yellow: Two or More Races
Meeting/Exceeding performance goals - Blue/Green: White, Hispanic, Socioeconomically Disadvantaged, English Learners

Attendance/Chronic Absenteeism
Overall/All Students - Yellow
Not meeting performance goals - Red/Orange: African American (No performance color, but showed significant decline), Students w/Disabilities, Hispanic, Two or More Races
Approaching performance goals - Yellow: Filipino (No performance color, but showed decline), Asian (No performance color, but showed decline)
Meeting/Exceeding performance goals - Blue/Green: White, English Learners, Socioeconomically Disadvantaged

Suspension
Overall/All Students - Yellow
Not meeting performance goals - Red/Orange: African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged
Approaching performance goals - Yellow
Meeting/Exceeding performance goals - Blue/Green: Students w/Disabilities, White, English Learners, Asian (No performance color, but showed decline), Homeless (No performance color, but showed decline)

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

For students "not meeting" performance goals in either ELA, Math, Attendance, or Suspension, site level teams initiate a process to identify the cause and determine appropriate interventions and supports to facilitate students reaching their academic goals. Ongoing monitoring of student progress toward these goals occurs in a variety of ways including, but not limited to observations, interviews, anecdotal notes, assessments, and/or anecdotal notes. Progress monitoring records are reviewed routinely as a school site team to ensure that students are continuing to make progress and determine if changes need to be made to student goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We meet all the requirements for employing highly qualified staff.

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

All of our credentialed teaching positions in BUSD are filled. We provide two staff development days for all BUSD credentialed staff each year. Typically these days offer some mandatory sessions along with choice sessions. The topics for the sessions vary based on site and district needs as identified by data collected or teacher needs and interests especially when new technology or curriculum is being implemented. Additionally, participation in various EPOCH equity training modules occurred and voluntary equity, culturally responsive practices, technology and Universal Design for Learning workshop series opportunities were also offered by BUSD. These areas of focus were in response to ensuring we were meeting the needs of all students, but especially our underserved student groups. Positive Behavior Intervention and Supports (PBIS) continues to be another area of professional learning as we work toward lowering our suspension and chronic absenteeism rates across the District.

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

All staff development is based on student performance needs as well as professional goals. Teachers often have choice sessions during our professional development days. The choices are culled from teacher input on previous professional learning surveys and other feedback collected from teachers and administrators.

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

Site administrators along with our Educational Services team offer support to teachers in instructional practices, assessment and using data to guide and inform instruction. Additionally mentor teachers will be given to any teacher who qualifies based on the the outcome of the evaluation process.

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

Teachers in grades TK-5 have Common Planning Time (CPT) each Friday as students are released early on that day. Teachers set their own agendas for these common planning meetings. Site administrators at times may request data and feedback from grade levels through the utilization of Leadership teams. Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many duties required of the site level leadership teams.

Teaching and Learning

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

The use of California Common Core State Standards are at the heart of all the instructional practices. Teachers and teacher teams follow district adopted pacing guides, however, teachers are given time to collaborate and align their practices. This is done through grade level/department team time, staff meeting time, and Content Collaboration Days. Any new curriculum adoption is thoroughly vetted through a District protocol and process to ensure that the curricula under review meets the expected standards.

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

We adhere to the recommended instructional minutes for reading/language arts and mathematics as put forth by the District and in combination with the suggested time allotments in our adopted materials. This year, some of the instructional minutes have been both synchronous and asynchronous due to Virtual Learning requirements required during the pandemic.

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

Teacher grade level teams and departments, in collaboration with administrators and Educational Services, teams have created pacing guidelines to ensure that the priority/essential standards have sufficient time so students can demonstrate mastery. Students receiving supports and interventions are monitored throughout the year to ensure that students are making progress and make adjustments when desired progress is not made. Interventions and supports are built to be fluid and allow students to move in and out as needed.

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

All students have access to relevant and needed standards-based instructional materials.

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

All teachers use adopted and standards-aligned instructional materials, including intervention materials. These materials are reviewed regularly and teachers work with site and District administrators to determine if there are gaps or overlaps in the materials being used.

Opportunity and Equal Educational Access

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

All teachers provide opportunities for differentiated instruction throughout the school day. For instance, students participate in book clubs, independent reading and small group reading instruction at their level. Levels are monitored frequently and children change levels as needed. In addition, the curriculum materials used in the classrooms have resources to support students who are struggling, learning English or who have already mastered the content.

Intervention teachers pull small groups of students who need extra time and support in reading in the primary grades. Reading tutors work alongside the intervention teachers to provide additional support to students in the primary grades. These groups are monitored and students are exited as soon as they meet delineated criteria. Students and teachers have access to supplementary materials and online programs in the classroom that are designed to provide extra support and practice to meet each child's needs. Students also have access to online reading programs at home that targets students' instructional levels. Teachers are able to monitor student progress and adjust levels as appropriate.

Evidence-based educational practices to raise student achievement

Teachers use adopted, standards-aligned curriculum as their core instructional materials. During hybrid learnign, they focus on teaching the Essential Standards, check frequently for understanding, analyze student work and data and use this information to reteach or scaffold learning experiences for students. Teachers use practices such as increased small group and partner talk as a way to actively engage students in greater portions of the instructional day, students write about their learning in all content areas, use model drawing, identify what didn't work in a given problem, and participate in close reading experiences. Students read a range of texts with increasing amounts of non-fiction as they advance in grades. They read and view a variety of materials on a given topic and are asked to use evidence from the texts to draw conclusions. Teachers create experiences for students to engage in rich and rigorous learning experiences that grow them as learners. This year to support Virtual Learning, several digital resources were purchased and are being utilized by teachers to provide differentiated instruction to students in person and at home.

Parental Engagement

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

Students who need extra support may receive assistance through a variety of opportunities which may include intervention during or after the school day, tutoring during or after the school day, availability of supplementary curriculum, and mentors. Student Success Teams (SSTs) and Quick Chats are held throughout the year as a way for school teams to continue to monitor student progress and use our Multi-tiered System of Support (MTSS) to provide students the level of support they need at a given time in a given area.

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, teachers and other school personnel meet through a variety of teams at the school and District level to review data and school programs. ConApp provides intervention support for our students who are struggling. The teams review data yearly and evaluate the effectiveness of the program. Our scores on the state test, CAASPP, have been increasing for our student groups, which indicates that this earlier intervention model is working. The School Site Council oversees the development of the School Plan for Student Achievement and ensures that it is in alignment with the District Local Control Accountability Plan (LCAP,) which also serves as our District's Strategic Plan.

Funding

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

Students who are struggling may meet with an intervention teacher for small group, extra support. These groups are within the school day and targeted to meet students' specific needs

Fiscal support (EPC)

NA

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

Prior to the pandemic, our school site engaged in a stakeholder engagement process to develop the 2020-21 Single Plan. However, these plans never got fully implemented due to COVID-19. We will utilize the most current, consistent, accurate data from 2018-2019 school year as a basis for comparison and a baseline for future growth analysis. We will continue to engage our stakeholders such as our Leadership Team, Site Council, ELAC Committee, JEDI (Justice, Equity, Diversity, and Inclusion) team, and grade level teams to solicit additional feedback based on the events of the past year and set goals for the 2021 - 2022 school year.

This year, our school staff held approximately 5 meetings on input and structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2021-22 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders. Staff meetings were held twice a month consistently, leadership meetings were once a month, and JEDI meetings approximately monthly.

Our school also used electronic surveys/feedback to ensure that the stakeholder engagement process was inclusive. Survey(s) asked questions pertaining to student performance, actions, services and programs. School staff collected over 100 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Resource Inequities

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

N/A

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	0.86%	0.42%	0.44%	4	2	2
African American	6.64%	8.26%	6.67%	31	39	30
Asian	3.43%	3.6%	4%	16	17	18
Filipino	2.14%	2.75%	2.44%	10	13	11
Hispanic/Latino	28.69%	28.6%	27.78%	134	135	125
Pacific Islander	0.21%	0.21%	0.22%	1	1	1
White	40.04%	38.56%	41.11%	187	182	185
Multiple/No Response	1.71%	2.54%	16.44%	8	12	4
			Total Enrollment	467	472	450

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	94	101	100
Grade 1	74	66	72
Grade 2	72	74	64
Grade3	75	74	73
Grade 4	74	81	57
Grade 5	78	76	84
Total Enrollment	467	472	450

Conclusions based on this data:

1. RSE enrollment has stayed fairly status quo.

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	33	39	25	7.1%	8.3%	5.6%
Fluent English Proficient (FEP)	20	18	24	4.3%	3.8%	5.3%
Reclassified Fluent English Proficient (RFEP)	4	0	15	8.9%	0.0%	38.5%

Conclusions based on this data:

1. We do not have end of year data for RFEP, but expect to be inline with previous years' data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	77	72	76	76	71	76	75	71	100	98.7	98.6
Grade 4	82	73	80	80	72	79	80	72	79	97.6	98.6	98.8
Grade 5	81	79	75	81	78	74	81	78	74	100	98.7	98.7
All Grades	239	229	227	237	226	224	237	225	224	99.2	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2437.	2471.	2485.	23.68	41.33	50.70	30.26	25.33	21.13	26.32	24.00	21.13	19.74	9.33	7.04
Grade 4	2463.	2450.	2474.	21.25	15.28	25.32	27.50	25.00	24.05	22.50	27.78	26.58	28.75	31.94	24.05
Grade 5	2474.	2492.	2482.	7.41	12.82	13.51	33.33	33.33	29.73	19.75	28.21	25.68	39.51	25.64	31.08
All Grades	N/A	N/A	N/A	17.30	23.11	29.46	30.38	28.00	25.00	22.78	26.67	24.55	29.54	22.22	20.98

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	23.68	38.67	40.85	51.32	44.00	49.30	25.00	17.33	9.86
Grade 4	22.50	8.33	25.32	48.75	61.11	51.90	28.75	30.56	22.78
Grade 5	12.35	25.64	18.92	51.85	48.72	51.35	35.80	25.64	29.73
All Grades	19.41	24.44	28.13	50.63	51.11	50.89	29.96	24.44	20.98

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	19.74	45.21	47.89	57.89	45.21	42.25	22.37	9.59	9.86
Grade 4	20.00	8.57	15.19	52.50	61.43	63.29	27.50	30.00	21.52
Grade 5	22.22	25.64	17.57	35.80	41.03	54.05	41.98	33.33	28.38
All Grades	20.68	26.70	26.34	48.52	48.87	53.57	30.80	24.43	20.09

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	19.74	21.33	38.03	64.47	72.00	56.34	15.79	6.67	5.63
Grade 4	21.25	11.11	16.46	63.75	70.83	69.62	15.00	18.06	13.92
Grade 5	12.35	11.54	9.46	67.90	74.36	71.62	19.75	14.10	18.92
All Grades	17.72	14.67	20.98	65.40	72.44	66.07	16.88	12.89	12.95

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	35.53	38.67	42.25	55.26	50.67	50.70	9.21	10.67	7.04
Grade 4	21.25	15.71	25.32	65.00	60.00	58.23	13.75	24.29	16.46
Grade 5	18.52	21.79	17.57	48.15	53.85	56.76	33.33	24.36	25.68
All Grades	24.89	25.56	28.13	56.12	54.71	55.36	18.99	19.73	16.52

Conclusions based on this data:

1. We saw an overall achievement increase from 51% in 17-18 to 54% in 18-19.

2. 72% of 3rd graders met or exceed overall achievement for the 19-19 year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	76	77	72	75	76	72	75	76	72	98.7	98.7	100
Grade 4	82	73	80	80	72	79	80	72	79	97.6	98.6	98.8
Grade 5	81	79	75	81	79	74	81	79	74	100	100	98.7
All Grades	239	229	227	236	227	225	236	227	225	98.7	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2472.	2480.	2485.	34.67	39.47	41.67	36.00	30.26	36.11	16.00	25.00	12.50	13.33	5.26	9.72
Grade 4	2486.	2483.	2495.	17.50	15.28	26.58	36.25	31.94	27.85	33.75	41.67	31.65	12.50	11.11	13.92
Grade 5	2497.	2498.	2507.	18.52	24.05	13.51	25.93	13.92	29.73	25.93	27.85	29.73	29.63	34.18	27.03
All Grades	N/A	N/A	N/A	23.31	26.43	27.11	32.63	25.11	31.11	25.42	31.28	24.89	18.64	17.18	16.89

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	54.67	56.58	59.72	30.67	34.21	25.00	14.67	9.21	15.28
Grade 4	35.00	27.78	39.24	40.00	44.44	35.44	25.00	27.78	25.32
Grade 5	24.69	24.05	24.32	37.04	32.91	44.59	38.27	43.04	31.08
All Grades	37.71	36.12	40.89	36.02	37.00	35.11	26.27	26.87	24.00

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	41.33	44.74	40.28	48.00	43.42	45.83	10.67	11.84	13.89
Grade 4	22.50	25.00	31.65	52.50	47.22	45.57	25.00	27.78	22.78
Grade 5	22.22	18.99	16.22	40.74	39.24	48.65	37.04	41.77	35.14
All Grades	28.39	29.52	29.33	47.03	43.17	46.67	24.58	27.31	24.00

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	48.00	44.74	55.56	40.00	46.05	37.50	12.00	9.21	6.94
Grade 4	25.00	28.17	35.44	52.50	47.89	40.51	22.50	23.94	24.05
Grade 5	13.58	16.46	14.86	51.85	48.10	51.35	34.57	35.44	33.78
All Grades	28.39	29.65	35.11	48.31	47.35	43.11	23.31	23.01	21.78

Conclusions based on this data:

1. Overall Achievement went from 51% met or exceeded in 17-18 to 58% met or exceeded in 18-19.

2. Problem solving remains an area for growth overall.

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	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	4
All Grades							33	23

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	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	48.48	4.35	36.36	43.48	*	47.83	*	4.35	33	23

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	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	60.61	21.74	*	56.52	*	17.39		4.35	33	23

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		*	*	*	*	*		*	*	*
1	*	*		*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	8.70	*	26.09	*	56.52	*	8.70	33	23

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
5	*	*	*	*	*	*	*	*
All Grades	66.67	30.43	*	65.22	*	4.35	33	23

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
5	*	*	*	*	*	*	*	*
All Grades	63.64	34.78	33.33	60.87	*	4.35	33	23

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
1	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	36.36	13.04	48.48	73.91	*	13.04	33	23

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
1	*	*	*	*	*	*	*	*
All Grades	45.45	0.00	51.52	86.96	*	13.04	33	23

Conclusions based on this data:

1.

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**
472	**43.0**	**8.3**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	39	8.3
Foster Youth	3	0.6
Homeless	12	2.5
Socioeconomically Disadvantaged	203	43.0
Students with Disabilities	50	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	8.3
American Indian	2	0.4
Asian	17	3.6
Filipino	13	2.8
Hispanic	135	28.6
Two or More Races	71	15.0
Pacific Islander	1	0.2
White	182	38.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Both ELA and Math are in the green.

2. Suspension and Absenteeism are yellow.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
12.7 points above standard	37.3 points above standard	0 Students
Increased ++11.1 points	Increased Significantly ++54.1 points	
221	23	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.5 points below standard	36.7 points below standard
5	Increased Significantly ++22.8 points	Increased Significantly ++37.9 points
	94	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
34.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -20.4 points	2	8	4
24			

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Green
4.4 points above standard	7.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	24.5 points above standard
Increased ++12.5 points	Maintained ++1.2 points	1	Increased ++13.6 points
60	30		90

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	82.8 points above standard	9.3 points above standard
7	Increased Significantly ++39 points	Increased ++5.7 points
	16	194

Conclusions based on this data:

1. Two or More Races maintained at 7.9 pts above standard, SED increased by 22,8 pts though 8.5 below the standard, AA declined 20.4 pts adn fell 34.6 below the standard,
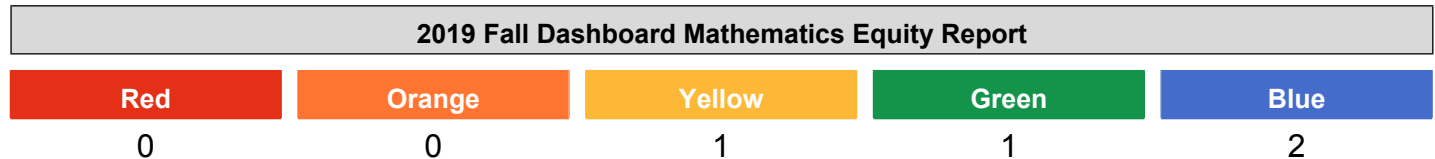
2. Reclassified, White, Hispanic above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
14.8 points above standard	30.4 points above standard	
Increased ++12 points	Increased Significantly ++48.6 points	
221	23	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	2 points above standard	41 points below standard
5	Increased Significantly ++26.3 points	Increased ++11.4 points
	94	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
23.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6 points	2	8	4
24			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Yellow	No Performance Color	Green
6.1 points above standard	3.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	30.7 points above standard
Increased Significantly ++18.1 points	Declined -3.3 points	1	Increased ++10.4 points
60	30		90

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

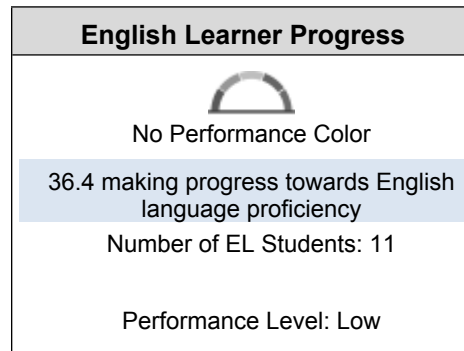| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	57.9 points above standard	12.8 points above standard
7	Increased ++3.4 points	Increased ++7.4 points
	16	194

Conclusions based on this data:

1. Two or More Races declined 3.2 pts and is 3.4 below the standard, AA declined 6 pts and is 23.1 below the standard.

2. Reclassified, Hispanic, and White are above the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.4 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Low

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
27.2	36.3	9.0	27.2

Conclusions based on this data:

1.

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:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
6.2	7	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -0.9	3
484	43	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	8	7.5
10	Declined Significantly -3.1	Increased +5.6
	213	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
7.1	Less than 11 Students - Data Not Displayed for Privacy	0	7.7
Increased +4.1		Declined -10.5	Declined -9
	2		
42		18	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Blue
7.2	9.5	Less than 11 Students - Data Not Displayed for Privacy	4.3
Increased +2.2	Increased +4.9		Declined Significantly -3.6
		1	
138	84		186

Conclusions based on this data:

1. Our subgroups are our students who show higher chronic absenteeism rates, especially students with disabilities.

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

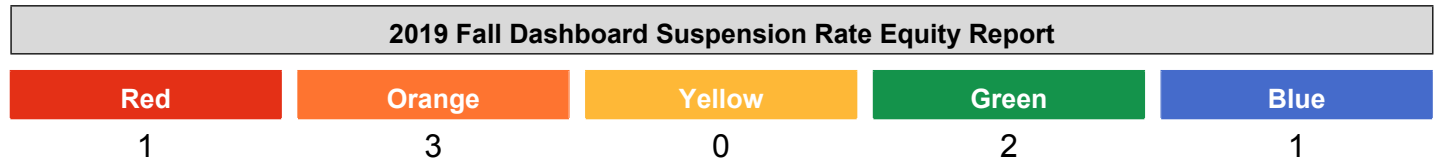**Conclusions based on this data:**

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
2.4	0	Less than 11 Students - Data Not Displayed for Privacy
		3
Maintained 0	Maintained 0	
495	43	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
0	3.6	2.9
Declined -7.1	Increased +1	Declined -0.8
12	220	68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
9.3	Less than 11 Students - Data Not Displayed for Privacy 2	0	0
Increased +6.3		Declined -5.3	Maintained 0
43		18	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
2.1	1.1	Less than 11 Students - Data Not Displayed for Privacy 1	2.1
Increased +0.7	Increased +1.1		Declined Significantly -2.1
140	87		190

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	2.4

Conclusions based on this data:

1. AA students remain the highest percentage of suspensions. There are 43 AA students enrolled.

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

Mathematics

LEA/LCAP Goal

All students in Benicia Unified School District will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 1

Using baseline data from approved local assessments from Spring 2021, all students will show progress towards mastery of standards by May, 2022. This goal will be baseline plus 5% across all groups and subgroups.

Below is the data and goals set in place in 2019-2020 for the 20-21 school year. Due to the Covid-19 Pandemic, we are unable to provide consistent, reliable data to indicate whether our students met the goals set forth for them.

GOAL: Increase the overall percentage of students meeting or exceeding standards in mathematics from 58% to 63% by June 2021 as measured by BUSD Benchmarks (K-5) and CAASPP (3-5).

For student groups:
EL
GOAL: Increase the percentage of English Learner students meeting or exceeding standards in mathematics from 43% to 48% by June 2021.

SPED
GOAL: Increase the percentage of Students with Special Needs meeting or exceeding standards in mathematics from 19% to 24% by June 2021.

African American
GOAL: Increase the percentage of African American students meeting or exceeding standards in mathematics from 33% to 38% by June 2021.

Socio-economically disadvantaged
GOAL: Increase the percentage of Socio-economically Disadvantaged students meeting or exceeding standards in mathematics from 43% to 48% by June 2021.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal was CAASPP proficiency percentages and the CA Dashboard analysis using most recent data. This goal addresses the needs of all students, but specifically EL and Socioeconomically Disadvantaged youth in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric a) State and local assessments such as CAASPP and/or NWEA	Baseline as set for the 2019-2020 year a) Percent of students overall met or exceeded standard on CAASPP/NWEA - 58% Subgroup Baseline: b) Percent of African American students met or exceeded standard on CAASPP/NWEA - 33% c) Percent of Students with Special Needs met or exceeded standard on CAASPP/NWEA - 19% d) Percent of Lower Socioeconomically Disadvantaged students met or exceeded standard on CAASPP/NWEA - 43% e) Percent of English Learner students met or exceeded standard on CAASPP/NWEA - 43%	Expected Outcome for June 2022 Percent of students overall and in subgroups, meeting or exceeding standard on CAASPP/NWEA will be baseline plus 5% a) Percent of students overall met or exceeded standard on CAASPP/NWEA - 63% Subgroup Baseline: b) Percent of African American students met or exceeded standard on CAASPP/NWEA - 38% c) Percent of Students with Special Needs met or exceeded standard on CAASPP/NWEA - 25% d) Percent of Lower Socioeconomically Disadvantaged students met or exceeded standard on CAASPP/NWEA - 48% e) Percent of English Learner students met or exceeded standard on CAASPP/NWEA - 48%

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

Strategy/Activity

MATH

Curriculum/Instruction: To mitigate ongoing learning loss and increased loss due to the pandemic, standards-based curriculum curriculum with a focus on the essential standards will be utilized..
Promote best, first instruction and provide additional supports using scaffolding and differentiation.
Examples of implementation:
1) Tech integration (1:1 devices)
2) Additional, supplemental support curriculum and materials as available
3) See #3 below for intervention specifics (ie - support staff, student groupings, etc)
4) Align SBAC structure with current practices

Progress Monitoring: Analyze student data through the use of assessments to determine tiered levels to identify students needing intervention supports. Consistently use data to monitor.
Examples of implementation:
1) Ongoing data dashboard
2) Quick Chats
3) RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)
4) Leverage leadership teams

Intervention: To mitigate learning loss, provide targeted interventions as determined through progress monitoring.
Examples of implementation:
1) Intervention support staff (ie - Intervention teachers, TK/K teachers)
2) Needs-based leveled student groupings
3) Online intervention programs (ie - Zearn support, Imagine Math)
4) Additional before or after-school programs (ie - Math Lab)
5) Commitment to increasing family engagement as partners (ie - workshops, family nights)

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)
0	All actions are in alignment with budgeted items within the District LCAP.

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

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 current situation of the 2019 Covid-19 pandemic and the impact it has had on the educational system limited the ability to implement actions and services outlined in the Single Plan with consistency and fidelity, such as exploring SBAC blueprints, due to the canceled 2020 state testing.

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

NA

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

The implementation of the ability to increase online leveled Math support was particularly effective, as was increased small group instruction time while teaching virtually.

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

Balanced Literacy in Language Arts

LEA/LCAP Goal

All students in Benicia Unified School District will demonstrate mastery on and and be supported in grade level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 2

Using baseline data from approved local assessments from Spring 2021, all students will show progress towards mastery of standards by May, 2022. This goal will be baseline plus 5% across all groups and subgroups.

Below is the data and goals set in place in 2019-2020 for the 20-21 school year. Due to the Covid-19 Pandemic, we are unable to provide consistent, reliable data to indicate whether our students met the goals set forth for them.

GOAL: Increase student performance in reading from 54% to 59% by June 2021 as measured by BUSD Benchmarks (K-5) and CAASPP (3-5).

For our subgroups:
EL
GOAL: Increase the percentage of English Learner students meeting or exceeding standards in English Language Arts from 34% to 39% by June 2021.

SPED
GOAL: Increase the percentage of Students with Special Needs meeting or exceeding standards in English Language Arts from 23% to 28% by June 2021.

African American
GOAL: Increase the percentage of African American students meeting or exceeding standards in English Language Arts from 38% to 43% by June 2021.

Socio-economically disadvantaged
GOAL: Increase the percentage of Socio-economically Disadvantaged students meeting or exceeding standards in English Language Arts from 34% to 39% by June 2021.

Identified Need

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed that resulted in the creation of this goal was analysis of report card data from the 2020/21 school year. This goal addresses the overall needs of the school. Upon acquiring baseline data for

the upcoming school year, subgroup targets will be identified to implement targeted interventions and supports as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric a) State and local assessments such as CAASPP and/or NWEA	Baseline as set for the 2019-2020 year a) Percent of students overall met or exceeded standard on CAASPP/NWEA- 54% Subgroup Baseline: b) Percent of African American students met or exceeded standard on CAASPP/NWEA- 38% c) Percent of Students with Special Needs met or exceeded standard on CAASPP/NWEA- 23% d) Percent of Lower Socioeconomically Disadvantaged students met or exceeded standard on CAASPP/NWEA-34% e) Percent of English Learner students met or exceeded standard on CAASPP/NWEA-34%	Expected Outcome for June 2022 Percent of students overall and in subgroups, meeting or exceeding standard on CAASPP/NWEA will be baseline plus 5% a) Percent of students overall met or exceeded standard on CAASPP/NWEA- 59% Subgroup Baseline: b) Percent of African American students met or exceeded standard on CAASPP/NWEA- 43% c) Percent of Students with Special Needs met or exceeded standard on CAASPP/NWEA- 28% d) Percent of Lower Socioeconomically Disadvantaged students met or exceeded standard on CAASPP/NWEA-39% e) Percent of English Learner students met or exceeded standard on CAASPP/NWEA-39%

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

Strategy/Activity

ELA - Mitigate learning loss

Curriculum/Instruction: To mitigate ongoing learning loss and increased loss due to the pandemic, utilize state approved and supplemental, standards-based curriculum. Promote best, first instruction and provide additional supports using scaffolding and differentiation. Examples of implementation:
1) Tech integration (1:1 devices)
2) Additional, supplemental support curriculum and materials as available
3) See #3 below for intervention specifics (ie - support staff, student groupings, etc)
4) Align SBAC structure with current practices

Progress Monitoring: Analyze student data through the use of assessments to determine tiered levels to identify students needing intervention supports. Consistently use data to monitor. Examples of implementation:
1) Ongoing data dashboard
2) Quick Chats
3) RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)
4) Leverage leadership teams

Intervention: To mitigate learning loss, provide targeted interventions as determined through progress monitoring. Examples of implementation:
1) Intervention support staff (Ie - Intervention teachers, reading tutors/IAs, TK/K teachers)
2) Needs-based leveled student groupings
3) Online intervention programs (ie - Imagine Learning, Lexia)
4) Additional before or after-school programs
5) Commitment to increasing family engagement as partners (ie - workshops, family nights)

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)

120,000

                                                      All actions are in alignment with budgeted items
                                                      within the District LCAP.

Annual Review

SPSA Year Reviewed: 2020-21

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 current situation of the 2019 Covid-19 pandemic and the impact it has had on the educational system limited the ability to implement actions and services outlined in the Single Plan with consistency and fidelity, such as exploring SBAC blueprints due to the canceled 2020 state testing.

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

NA

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

The implementation of the support of the two full time reading intervention teacher and newly adopted reading tutors has been especially effective as evidenced by data: 21% of students who qualify for reading intervention have exited the program. There was also an increase of online reading intervention support in the virtual learning model. There was in increase in small group instruction and 1:1 time during virtual learning that will become standard teaching practice.

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

School Culture and Climate: Social Emotional Learning

LEA/LCAP Goal

All students in Benicia Unified School District, especially those who have been underrepresented, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

Goal 3

Using baseline data from district-approved assessments (i.e. - REACH/DRS, TFI, surveys), all students will show progress towards meeting goals to instill a sense of belonging by May, 2022. Goals to be set upon return of 2021-2022 school year and after baseline data has been acquired.

Cultivate social and emotional wellness in children and adults to:
1) understand and manage emotions,
2) set and achieve positive goals,
3) feel and show empathy for others,
4) maintain positive relationships, and
5) make responsible decisions.

The above SEL goal is a comprehensive, all encompassing goal where student behavior and suspension will be scaffolded into. Below is the goal set forth for the 19-20 school year. It is here for reference purposes:
GOAL: Reduce percent of students with suspensions from 2.4% to no more than 1.5% by June 2021.

Identified Need

The current situation of the 2019 Covid-19 pandemic and the impact it has had on the educational system limited the ability to implement actions and services outlined in the Single Plan with consistency and fidelity, such as opening our in-person Wellness Center. For the 2021 - 2022 school year, the identified need will focus on ensuring students feel a sense of belonging, and whose social emotional needs will be met with appropriate interventions and supports.

Identified Need for the 2019 - 2020 school year:
Reduce the number of suspensions in specific student groups: Homeless (14 students) and Asian (19 students) populations are among the highest percentages (7.1% and 5.3% respectively).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) Date from district-provided universal screener b) Data from stakeholder surveys	From 2019-2020 a) 2.4% suspension rate b) To be established Fall 2021	For 2021-2022 a) Reduce suspension to 1.4% b) To be established Fall 2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
c) SWIS data, including TFI(pbis)		

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

Curriculum/Instruction: Utilize the district and site-level curriculum and supports to meet ongoing SEL and behavior needs, as well as anticipated increased needs due to the pandemic.
Examples of implementation:
1) Second Step Curriculum
2) Whole-staff Restorative practices
3) Whole-staff PBIS
4) Wellness Center

Progress Monitoring: Analyze student data through the use of assessments to determine tiered levels to identify students needing intervention supports. Consistently use data to monitor.
Examples of implementation:
1) District-provided universal screener
2) Stakeholder surveys to assess needs, climate, and culture
3) RTI teams (ie - PBIS, COST) engage in support meetings such as SST, IEP, parent conferences
4) SWIS data, including TFI
5) Leverage leadership teams

Intervention: To meet ongoing SEL and behavior needs, as well as anticipated increased needs due to the pandemic, provide targeted interventions.
Examples of implementation:
1) Inclusion of all staff in SEL support
2) SEL TIER II and III staff support (ie - Care Solace, CICO, Special Friends, 2nd Step, ABW, Care clinic)
3) Wellness Center
4) District support (Behaviorist, Mental Health Coordinator)
5) Site-based supplemental support (Virtual wellness library, recess clubs)
6) Commitment to increasing family engagement as partners (ie - workshops, family nights)

Professional Learning: To ensure the most cutting edge, current system of education is in place, focused and targeted professional learning for all staff will occur through ongoing cycles of inquiry. Site based training and collaboration will be woven throughout the school year.
1) Examples of implementation:
2) Grade level collaboration/ PLCs/staff meetings/ leadership aligned with site/district goals
3) Access internal professional experts/leads (ie - school psychologists, interns, field workers, mentors, behaviorists, etc.)

4) Explore access to external professional developers (ie - parent/community experts, BPD/SROs, and other resources)

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)
0	All actions are in alignment with budgeted items within the District LCAP.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were able to see a significant decrease in suspensions and attribute that to the full implementation of our tiered systems of support through PBIS and COST.

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

NA

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

We will work with Site Council, our equity team, and Leadership to cultivate or modify our goal in the Fall. Changes will also be found in the Strategies and Activities section.

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

Equity and Inclusion

LEA/LCAP Goal

Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school.
BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are black, socio-economically disadvantaged, English learners, Latinx, LBGTQ, and students in special education.

Goal 4

To ensure equity, diversity, and inclusion by strengthening cultural competence within our school, and assure voices, perspectives, and experiences of our students are represented, with a focus on students who are Black, socioeconomically disadvantaged, multilingual learners, Hispanic/Latinx, LGBTQ, and students with special needs.

Identified Need

To support the mission of BUSD and support the need for greater equity and inclusion at a site level. The mission of the BUSD is to ensure equity and access to educational services to transform the lives of all students, especially diverse and disadvantaged students who have historically been underserved in educational institutions. We are partners and a strong collective voice committed to creating and sustaining meaningful educational change through a focus on: establishing common vocabulary and beliefs toward equity, conducting data-informed inquiry into equity, and employing a process to address equity issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric Indicator: a) Data from district-provided universal screener b) Data from stakeholder surveys	a) To be established Fall 2021	For 2021-2022 a) To be established Fall 2021

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, but with specific emphasis on those historically underserved and out subgroups.

Strategy/Activity

Equity

Curriculum/Instruction: To narrow the achievement gap, address inequities by eliminating barriers, putting structures and supports in place to allow equal access to curriculum, and promote inclusion for all students with intentionality to all we do, including stakeholder events.
Examples of implementation:
1) Greater, more equitable, balanced classes
2) Communication methods (conversations, newsletters, etc)
3) Diversity in curriculum and classroom/school libraries (SEL, ELD)
4) Leverage equity (JEDI Warriors/team) and leadership teams
5) Alignment of site goals with district goals.

Progress Monitoring: Analyze and monitor school-wide data and input from stakeholders to identify needs.
Examples of implementation:
1) Staff, family, and student surveys and voice
2) ELAC, site council, grade level, and leadership teams
3) REACH/DRS, SWIS data
4) RtI

Intervention: As needs arise, our site will explore ways to provide systematic interventions based on Progress Monitoring (see above).

Professional Learning: To ensure the most current pedagogy is in place and ongoing equity practices are consistently occurring in all facets of the educational experience.
Professional learning for all staff will occur through ongoing cycles of inquiry and site-based training and collaboration will be woven throughout the school year.
1) Examples of implementation:
2) Grade level collaboration/Instructional Rounds/PLCs/staff meetings/ leadership aligned with site/district goals
3) Access internal professional experts/leads (ie - school psychologists, interns, field workers, mentors, behaviorists, etc.)
4) Explore access to external professional developers (ie - parent/community experts, presenters and staff developers, and other resources)
5) Topics to include: Discipline practices, equity, inclusion, identity, biases (including discipline practices), etc.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is a new goal set for the 2021-2022 school year.

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 set for the 2021-2022 school year.

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

We will work with Site Council, our equity team, and Leadership to cultivate or modify our goal in the Fall. Changes will also be found in the Strategies and Activities section.

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	$120,000.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$120,000.00

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 ($)

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 ($)
	$120,000.00

Subtotal of state or local funds included for this school: $120,000.00

Total of federal, state, and/or local funds for this school: $120,000.00

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
	120,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		120,000.00
		0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	120,000.00
Goal 3	0.00

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

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Christina Moore	Principal
Bessie Bazos	Classroom Teacher
Kimberly Hicks	Classroom Teacher
Laura Cohen	Parent or Community Member
Nathan Yizarry	Parent or Community Member
Saeda Lars	Other School Staff Parent or Community Member
Vicki Zimmer	Other School Staff
Lyndsy Jump	Other School Staff

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 5/6/2021.

Attested:

Cmoore	Principal, Christina Moore on 4/23/2021
BBazos	SSC Chairperson, Bessie Bazos on 4/23/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019