

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
Matthew Turner Elementary School	48-70524-6111165	4/15/2020	

## 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)

NA

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.

NA

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Our school uses a variety of surveys to understand the students and family experience. One survey we give is the 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 for families each year. 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 our staff. These results are used in creating goals for our Single Plan for Student Achievement.

Trends from the surveys that informed this Single Plan for Student Achievement were determined by some parent comments on the importance to continue to build a strong sense of belonging with all our families and to promote a strong sense of cultural diversity with our family nights.

## Classroom Observations

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

During a typical year, Site and District Administrators are in and out of classrooms on a daily basis. While we were in virtual learning, the principal viewed each virtual classroom on a weekly basis. These informal class visits provided an ongoing glimpse into day to day instructional practices, learning, student engagement and the environment of virtual 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.

As a school, areas of focus for instruction, learning and culture are with our Reading and Writing Workshop Programs, Zearn Math Program and viewing with an equity lens. These areas of schoolwide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by schoolwide data.

## **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)

CAASPP data and local benchmark data are used to inform instruction. While being in virtual learning we needed to utilize alternative assessments like Fn P, Dibels and the assessments for the Zearn math program. On a typical year as a staff, data is analyzed at the school, graded three times per year. Teachers use this data to identify students who are in need of intervention and other in-class support. Individual student plans are created by teachers for any student not meeting grade level standards.

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

Data is at the center of all the work that we do as a school site. This year, using data has proven to be a bit more challenging. Our teachers have worked to create innovative ways to monitor student progress using assessment of students work nad curriculum-based assessments. We also monitor student attendance and engagement closely through our Virtual Learning instruction. As a District we are preparing to implement a benchmark assessment TK-12 in English and mathematics. We attempted implementation of this system virtually during the Fall of 2020 and found little success due to lack of ability to access the assessment remotely, invalid results and an inability for the platform to be consistent across different devices. In a typical year, our data work is anchored in looking at state, district, school and classroom data. The data used includes, but is not limited to: attendance, suspension, grades, SBAC (when available), survey, benchmarks (when able to be administered), and classroom assessments. We use data in our meetings to look at places where we are succeeding. We then discuss why we are successful in those areas and list specific actions or services that supported that success. We also look at areas that need improvement. We work hard to determine the root causes for our performance in these areas and then look to evidence-based practices to support our students in meeting success.

Our District is implementing a new student information system, Aries, which has a robust data management system to support all administrators and teachers in using data in an efficient and effective manner 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 successfully.

Based on our data analysis using multiple measures, the following are areas of focus for our continued work (list your student groups--not meeting any group in getting 1/F (or in red/orange in a typical year); approaching any group with a 2/D (in yellow in a typical year); meeting/exceeding any group with a 3+ or C+ ( in green or blue in a typical year)

ELA All student groups that were assigned a color performed in the green or the blue.

Math All student groups that were assigned a color performed in the green or the blue.

Chronic Absenteeism: Students with disabilities, hispanic, socioeconomically disadvantaged, and two or more races performed in the orange. Students in the white subgroup performed in the yellow.

### Conditions and Climate

Students with Disabilities was the only subgroup with a color performing in the yellow. All other student groups that were assigned a color performed in the green and the blue.

Meeting/Exceeding performance goals Filipino, Hispanic, Socio Economically Disadvantaged, Two or more races, white

## 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 our data or teacher needs and interests especially when new technology or curriculum is being implemented. Some recent offerings were in equity, culturally responsive practices, technology and Universal Design for Learning. Both of these areas of focus were in response to ensuring we were meeting the needs of all 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 needs. 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 Teacher on Special Assignment (TOSA) offer support to teachers in instructional practices, assessment and using data to guide instruction. Additionally mentor teachers will be given to any teacher who qualifies based on the results of his/her evaluation.

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

Teachers in grades Tk-8 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. However, site administrators collect agendas and minutes from teams so they are better able to support their work.

In addition, leadership team or department meeting times are used to promote instructional practice, work on protocols to monitor student progress, conduct a data study, or look at student work together. These meetings occur once per month.

## 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 have retraining and reflection time each year to revisit the standard and map them to their lessons and curriculum. 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 the suggested time allotments in our adopted materials. This year, some of the instructional minutes have been synchronous while others asynchronous due to Virtual Learning.

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

Teachers and teaching teams/departments with support from District administrators create pacing guidelines to ensure that the priority standards have sufficient time so students can demonstrate mastery. Students receiving support through intervention classes and opportunities are monitored throughout the year to ensure that students are making progress or if a change in support is needed. Students are able to move in and out of intervention support opportunities 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. In addition, the District purchased several supplementary materials to support key content areas through a digital platform.

## 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.

Evidence-based educational practices to raise student achievement

Teachers use adopted, standards-aligned curriculum as their core instructional materials. They focus on teaching the standards, check frequently for understanding, analyze student work and data and use this information to reteach or redirect learning experiences for students. Teachers use practices such as increased student 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 stretch 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.

## 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) 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)

N/A

### Funding

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

N/A

### 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**

Involvement Process: Prior to the pandemic, our school site engaged in a robust stakeholder engagement to develop the 2020-21 Single Plan. However, these plans never got fully implemented due to COVID-19. We will roll up all of this information but have also engaged with stakeholders to solicit additional feedback based on the events of the past year.

Matthew Turner Elementary School staff held approximately 10 based meetings with various stakeholder groups including parents and school personnel, management in the development of our 2020-21 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders.

Matthew Turner Elementary School also used electronic surveys 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 160 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:

Each presentation began with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used and the current goals and actions. Local benchmark/grade data and state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected electronically or by Zoom discussion.

Data collection process:

Data from all stakeholder meetings were collected. All data was documented and included the information from all stakeholder groups. The School Site Council, a group of staff, parents and administrators from across the school, and the school leadership/department chair teams met to review the data and the initial themes that emerged.

Prioritization and ranking of the data collected:

Following all the stakeholder engagement input sessions, different staff and parent groups ranked the priorities for each goal. This information was then shared with School Site Council for review and adoption. The following is a detail of the meeting dates held with each stakeholder group.

- August 17th Leadership Meeting
- September 19 Site Council Meeting
- September 11th Site Council Meeting
- September 21 Leadership
- October 7 Site Council Meeting
- October 9th Faculty Meeting
- October 19th Leadership
- November 4th Site Council Meeting
- November PTA Meeting
- December 4 Staff Meeting
- January 20th Site Council Meeting
- February 11th Site Council Meeting
- March 11th Site Council Meeting
- April 21 Site Council Meeting

## Resource Inequities

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

NA

# 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	0.41%	0.4%	0.21%	2	2	1
African American	5.11%	4.82%	3.79%	25	24	18
Asian	4.70%	5.42%	5.89%	23	27	28
Filipino	9.20%	10.04%	10.11%	45	50	48
Hispanic/Latino	17.59%	15.86%	17.26%	86	79	82
Pacific Islander	0.20%	0.2%	0.21%	1	1	1
White	48.67%	46.99%	47.16%	238	234	224
Multiple/No Response	0.41%	%	15.37%	2		0
<b>Total Enrollment</b>				489	498	475

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	94	93
Grade 1	74	73	76
Grade 2	75	75	73
Grade3	73	77	77
Grade 4	90	76	82
Grade 5	88	103	74
<b>Total Enrollment</b>	489	498	475

Conclusions based on this data:

1.

# 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	20	26	14	4.1%	5.2%	2.9%
Fluent English Proficient (FEP)	20	21	30	4.1%	4.2%	6.3%
Reclassified Fluent English Proficient (RFEP)	6	0	15	23.1%	0.0%	57.7%

Conclusions based on this data:

1.

# 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	94	76	78	90	76	77	90	76	77	95.7	100	98.7
Grade 4	77	88	77	75	88	77	75	88	77	97.4	100	100
Grade 5	84	90	105	83	86	101	83	86	101	98.8	95.6	96.2
All	255	254	260	248	250	255	248	250	255	97.3	98.4	98.1

\* 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	2446.	2461.	2457.	33.33	32.89	35.06	22.22	31.58	29.87	25.56	25.00	19.48	18.89	10.53	15.58
Grade 4	2473.	2505.	2507.	25.33	45.45	41.56	28.00	27.27	24.68	26.67	9.09	19.48	20.00	18.18	14.29
Grade 5	2563.	2549.	2554.	44.58	34.88	39.60	32.53	38.37	32.67	16.87	17.44	14.85	6.02	9.30	12.87
All Grades	N/A	N/A	N/A	34.68	38.00	38.82	27.42	32.40	29.41	22.98	16.80	17.65	14.92	12.80	14.12

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	36.67	32.89	37.66	41.11	50.00	48.05	22.22	17.11	14.29	
Grade 4	25.33	35.23	37.66	53.33	47.73	48.05	21.33	17.05	14.29	
Grade 5	51.81	37.21	46.53	39.76	50.00	43.56	8.43	12.79	9.90	
All Grades	38.31	35.20	41.18	44.35	49.20	46.27	17.34	15.60	12.55	

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	26.67	35.53	22.08	46.67	47.37	66.23	26.67	17.11	11.69
Grade 4	22.67	46.59	28.57	50.67	35.23	55.84	26.67	18.18	15.58
Grade 5	45.78	46.51	38.61	46.99	47.67	52.48	7.23	5.81	8.91
All Grades	31.85	43.20	30.59	47.98	43.20	57.65	20.16	13.60	11.76

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	20.00	28.95	28.57	68.89	64.47	54.55	11.11	6.58	16.88
<b>Grade 4</b>	18.67	27.27	24.68	65.33	63.64	64.94	16.00	9.09	10.39
<b>Grade 5</b>	31.33	20.93	21.78	63.86	66.28	67.33	4.82	12.79	10.89
<b>All Grades</b>	23.39	25.60	24.71	66.13	64.80	62.75	10.48	9.60	12.55

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	28.89	27.63	31.17	50.00	65.79	57.14	21.11	6.58	11.69
<b>Grade 4</b>	32.00	31.82	37.66	54.67	54.55	50.65	13.33	13.64	11.69
<b>Grade 5</b>	48.19	43.02	39.60	46.99	46.51	48.51	4.82	10.47	11.88
<b>All Grades</b>	36.29	34.40	36.47	50.40	55.20	51.76	13.31	10.40	11.76

**Conclusions based on this data:**

1.

# 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	94	76	78	90	76	77	90	76	77	95.7	100	98.7
Grade 4	77	88	77	75	88	77	75	88	77	97.4	100	100
Grade 5	84	90	105	83	88	102	83	88	102	98.8	97.8	97.1
All	255	254	260	248	252	256	248	252	256	97.3	99.2	98.5

\* 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	2456.	2462.	2474.	25.56	27.63	45.45	36.67	43.42	16.88	23.33	18.42	28.57	14.44	10.53	9.09
Grade 4	2499.	2520.	2517.	21.33	39.77	38.96	46.67	31.82	24.68	21.33	19.32	25.97	10.67	9.09	10.39
Grade 5	2550.	2543.	2561.	39.76	38.64	46.08	28.92	22.73	25.49	18.07	23.86	14.71	13.25	14.77	13.73
All Grades	N/A	N/A	N/A	29.03	35.71	43.75	37.10	32.14	22.66	20.97	20.63	22.27	12.90	11.51	11.33

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	38.89	46.05	51.95	40.00	38.16	25.97	21.11	15.79	22.08
Grade 4	41.33	55.68	53.25	44.00	29.55	27.27	14.67	14.77	19.48
Grade 5	48.19	46.59	51.96	28.92	30.68	30.39	22.89	22.73	17.65
All Grades	42.74	49.60	52.34	37.50	32.54	28.13	19.76	17.86	19.53

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	38.89	42.11	45.45	45.56	47.37	40.26	15.56	10.53	14.29
Grade 4	34.67	47.73	46.75	52.00	35.23	40.26	13.33	17.05	12.99
Grade 5	44.58	43.18	45.10	44.58	39.77	41.18	10.84	17.05	13.73
All Grades	39.52	44.44	45.70	47.18	40.48	40.63	13.31	15.08	13.67

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	34.44	34.21	41.56	53.33	57.89	41.56	12.22	7.89	16.88
<b>Grade 4</b>	37.33	43.18	45.45	41.33	43.18	42.86	21.33	13.64	11.69
<b>Grade 5</b>	37.35	31.82	37.25	51.81	46.59	50.00	10.84	21.59	12.75
<b>All Grades</b>	36.29	36.51	41.02	49.19	48.81	45.31	14.52	14.68	13.67

**Conclusions based on this data:**

1.

# 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	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*		*		*		*	
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	4
All Grades							22	17

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	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	*	47.06	*	23.53	*	17.65	*	11.76	22	17

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	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	50.00	52.94	*	35.29	*	0.00	*	11.76	22	17

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	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	29.41	*	17.65	*	35.29	*	17.65	22	17

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	
All Grades	54.55	47.06	*	41.18	*	11.76	22	17	

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	
All Grades	72.73	64.71	*	17.65		17.65	22	17	

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	
5	*	*	*	*	*	*	*	*	
All Grades	*	29.41	54.55	41.18	*	29.41	22	17	

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	
5	*	*	*	*	*	*	*	*	
All Grades	59.09	35.29	*	47.06	*	17.65	22	17	

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
<b>498</b>	<b>13.7</b>	<b>5.2</b>	<b>0.2</b>

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	26	5.2
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	68	13.7
Students with Disabilities	42	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.8
American Indian	2	0.4
Asian	27	5.4
Filipino	50	10.0
Hispanic	79	15.9
Two or More Races	81	16.3
Pacific Islander	1	0.2
White	234	47.0

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

### Academic Performance

English Language Arts



Green

Mathematics



Blue

### Academic Engagement

Chronic Absenteeism



Orange

### Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>39.2 points above standard</p> <p>Maintained ++2.8 points</p> <p>247</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>14.7 points above standard</p> <p>Increased Significantly ++24.5 points 20</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>11.6 points above standard</p> <p>Increased ++3.7 points</p> <p>34</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>16 points below standard</p> <p>Increased Significantly ++43.6 points 20</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 12.3 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 99.3 points above standard Increased ++10.6 points 12	 No Performance Color 63.7 points above standard Increased ++3.7 points 23
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.7 points above standard Increased ++9.2 points 46	 Green 35.2 points above standard Declined -8.7 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 47 points above standard Increased ++7.9 points 117

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 8	55.6 points above standard Increased ++14.5 points 12	39.3 points above standard Maintained ++0.1 points 217

**Conclusions based on this data:**

- 1.

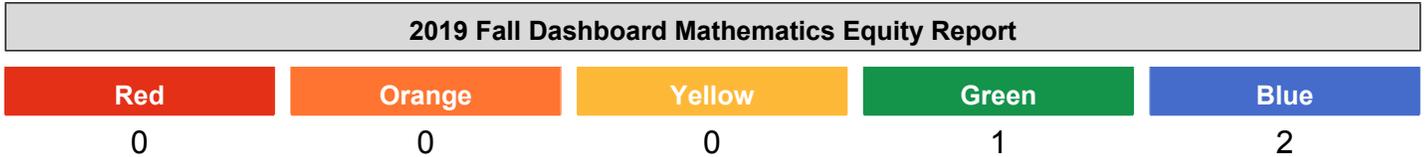
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>35.8 points above standard</p> <p>Increased ++8.2 points</p> <p>247</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>16.4 points above standard</p> <p>Increased ++9.9 points</p> <p>20</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>6 points above standard</p> <p>Increased ++14.9 points</p> <p>34</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>27.4 points below standard</p> <p>Increased Significantly ++24.3 points</p> <p>20</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.1 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 72.1 points above standard Declined -3.3 points 12	 No Performance Color 65 points above standard Increased Significantly ++32.9 points 23
Hispanic	Two or More Races	Pacific Islander	White
 Blue 3.1 points above standard Increased Significantly ++16.9 points 46	 Green 32.9 points above standard Maintained ++1 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 45.5 points above standard Increased ++6.8 points 117

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 8	45.3 points above standard Maintained -1.1 points 12	36.4 points above standard Increased ++8 points 217

**Conclusions based on this data:**

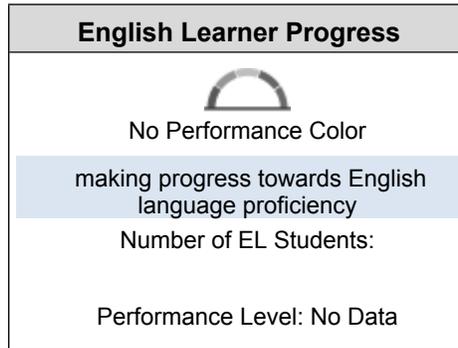
1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
-------------------------------------	---	------------------------------------	---

Conclusions based on this data:

- 1.

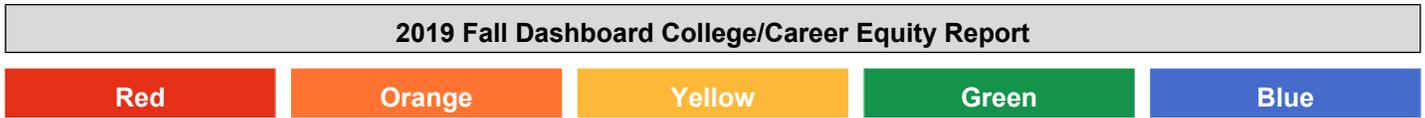
# School and Student Performance Data

## 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.



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

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

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

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

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

Conclusions based on this data:

- 1.

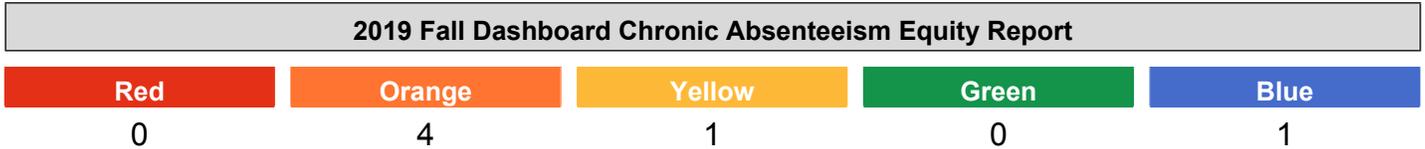
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7 Increased +2.1 511	<p><b>English Learners</b></p>  No Performance Color 11.5 Increased +7 26	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 15.8 Increased +3.5 76	<p><b>Students with Disabilities</b></p>  Orange 16.3 Increased +5.5 49

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 11.1 Declined -3.7 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 7.4 Increased +3.4 27	 Blue 2 Declined -2.3 50
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.5 Increased +3 82	 Orange 13.3 Increased +7.6 83	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.6 Increased +1 239

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

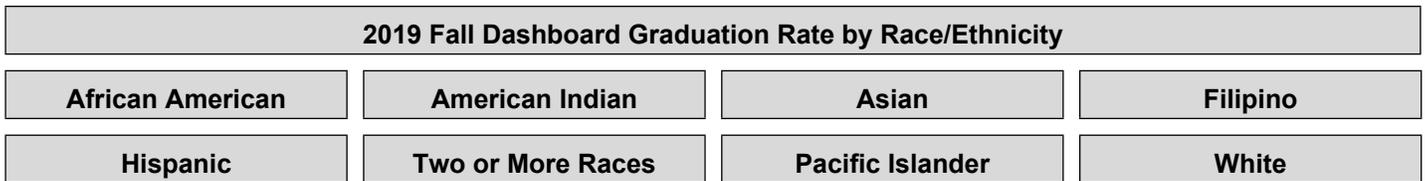
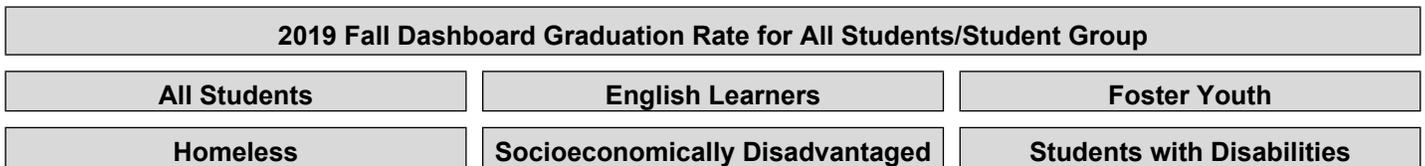
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

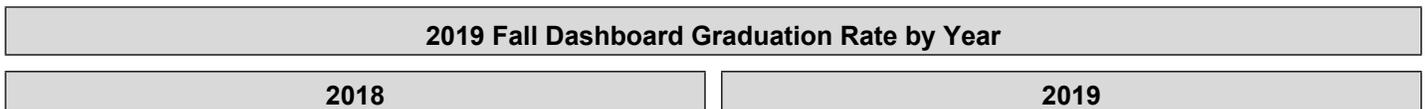
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

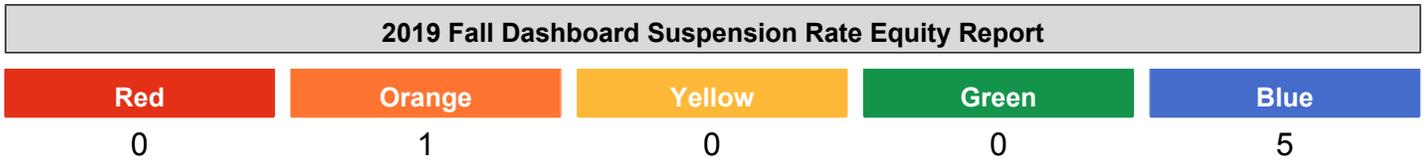
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0.2</p> <p>Declined Significantly -1.2</p> <p>517</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>Declined -4.3</p> <p>27</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>76</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2</p> <p>Increased +2</p> <p>49</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -3.7 28	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 29	 Blue 0 Maintained 0 50
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -2.2 82	 Blue 0 Maintained 0 83	 No Performance Color Less than 11 Students - Data 1	 Blue 0.4 Declined Significantly -1.2 242

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.4	0.2

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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 1

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.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Metric/Indicator:</p> <p>a) Date from district-provided universal screener</p> <p>b) Data from stakeholder surveys</p> <p>c) SWIS data, including TFI(pbis)</p> <p>CAASPP Test</p> <p>2018/19 English Language Arts Goals:</p>	<p>Baseline:</p> <p>a) To be established Fall 2021</p>	<p>Outcome:</p> <p>a) To be established Fall 2021</p> <p>1a. ELA Total CAASPP 75% Meeting or Exceeding</p> <p>1b. Lower Socio Economic Student Group 55% Meeting or Exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1.a) Increase the percent of students overall meeting or exceeding standard on SBAC. Subgroup Specific Goals:</p> <p>1.b) Increase the percent of Lower Socio Economic Students meeting or exceeding standard on SBAC.</p> <p>1.c) Increase the percent of African American students meeting or exceeding standard on SBAC.</p> <p>1.d) Increase the percent of Students with Disabilities meeting or exceeding standard on SBAC.</p> <p>1. e.) Increase the percent of English Language Learner Student Group meeting or exceeding on SBAC.</p> <p>1. f.) Reduce percentage of students performing at a level one on K-2 literacy district benchmarks.</p>		<p>1c. African American Student Group 50%</p> <p>1d. Special Education Student Group 45%</p> <p>1e. English Language Learner Student Group 40%</p> <p>1f. Reduce percentage of students performing at a level one on K-2 literacy district benchmarks - 6%</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

all student groups

#### 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
- 5; Addressing Uncertainty with Anti Bullying messaging

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)
- 7] Positive Reward System Dolphin Dollars, Principal Positive Phone Call Home, Dolphin Dollar Rewards
- 8) PBIS Check in Check Out system for students needing behavior intervention
- 9] Monthly Principal Video emphasizing Turner Core Values: Be Respectful, Be responsible, Be Kind, and Be Safe

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.

Examples of implementation:

- 1) Grade level collaboration/ PLCs/staff meetings/ leadership aligned with site/district goals
- 2) Access internal professional experts/leads (i.e. - school psychologists, interns, field workers, mentors, behaviorists, etc)
- 3) Explore access to external professional developers (ice - 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 budget 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)

**Strategy/Activity 3**

**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.

NA

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.

NA

# 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

Literacy and Humanities

## LEA/LCAP Goal

(Academic-Literacy & Humanities): All students in Benicia Unified School District will demonstrate mastery on 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

ELA

2020/21 English Language Arts Goal:

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. Using baseline data from approved local ELA assessments from Spring, 2021, all students will show progress towards mastery of ELA standards by May, 2022.

2021 -2022 ELA Goal: Increase the % of students in all subgroups meeting or exceeding standards on the ELA Summative SBAC Assessment.

Overall:

Increase student performance in ELA from 68% to 75% meeting or exceeding standards on the SBAC Assessment.

Identified Subgroups:

Increase performance of students in the lower socioeconomic student group from 50% to 55% meeting or exceeding standards on the SBAC Assessment.

Increase performance of African American students from 36% to 50% meeting or exceeding standards on the SBAC Assessment.

Increase performance of students in special education from 37% to 45% meeting or exceeding standards on the SBAC Assessment.

Increase performance of English Learners from 10% to 40% meeting or exceeding standards on the SBAC Assessment.

## Identified Need

Following our Site Council's analysis, it was determined we needed to keep striving to reach 75% meeting or exceeding expectations on the ELA CAASPP. We need to continue to move the needle with our specific student sub groups as indicated above.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP Test</p> <p>2018/19 English Language Arts Goals:</p> <p>1.a) Increase the percent of students overall meeting or exceeding standard on SBAC.</p> <p>Subgroup Specific Goals:</p> <p>1.b) Increase the percent of Lower Socio Economic Students meeting or exceeding standard on SBAC.</p> <p>1.c) Increase the percent of African American students meeting or exceeding standard on SBAC.</p> <p>1.d) Increase the percent of Students with Disabilities meeting or exceeding standard on SBAC.</p> <p>1. e.) Increase the percent of English Language Learner Student Group meeting or exceeding on SBAC.</p> <p>1. f.) Reduce percentage of students performing at a level one on K-2 literacy district benchmarks.</p>	<p>1a. ELA Total 68 % Meeting or Exceeding</p> <p>1b. Lower Socio Economic Student Group 50%</p> <p>1c. African American Student Group 36%</p> <p>1d. Special Education Student Group 37%</p> <p>1e. English Language Learner Student Group 10%</p> <p>1f. Reduce percentage of students performing at a level one on K-2 literacy district benchmarks from 9.2%.</p> <p>Will complete NWEA when we receive results in May</p> <p>Math Total 66% Meeting or Exceeding</p> <p>b. Lower Socio Economic Student Group 37%</p> <p>c. African American Student Group 36%</p> <p>d. Special Education Student Group 37%</p> <p>e. English Language Learner Student Group 33%</p>	<p>1a. ELA Total CAASPP 75% Meeting or Exceeding</p> <p>1b. Lower Socio Economic Student Group 55% Meeting or Exceeding</p> <p>1c. African American Student Group 50%</p> <p>1d. Special Education Student Group 45%</p> <p>1e. English Language Learner Student Group 40%</p> <p>1f. Reduce percentage of students performing at a level one on K-2 literacy district benchmarks - 6%</p> <p>a. Math Total 75% Meeting or Exceeding</p> <p>b. Lower Socio Economic Student Group 52%</p> <p>c. African American Student Group 50%</p> <p>d. Special Education Student Group 45%</p> <p>e. English Language Learner Student Group 50%</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students and student groups

#### Strategy/Activity

2021-2022

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

Professional Learning: To ensure the most cutting edge, current system of education is in place, focused and targeted professional learning will occur through ongoing cycles of inquiry. Site based training and collaboration will be woven throughout the school year.

Examples of implementation:

- 1) Grade level collaboration/ PLCs/staff meetings/ leadership aligned with site/district goals
- 2) Access internal professional experts/leads
- 3) Explore access to external professional developers

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)

2021-2022

- a. Identify students in need of targeted and in-class intervention.
- b. Administer all beginning of year assessments
- c. Analyze data at the district, school, faculty and grade level meetings.
- d. .Access and determine grade level SBAC ELA blueprints for tasks to use throughout school year for grade 3-5
- e. Grade level teams identify academic vocabulary and test-taking strategies

Staff will continue to apply structured vertical alignment collaboration.

- f. Use SBAC practice interim benchmark assessments throughout the year to find gaps in strategies and knowledge, reteach as needed

- g. In grade-level teams teachers will continually monitor student progress.
- h. Teachers will use formative assessments developed during virtual learning to monitor progress and drive instruction.  
  
Teachers will create grade level common assessments, analyze data to create groups with similar targeted focus, and then deliver focused instruction at appropriate levels.
- i. New Media Learning Center will allow students to access books at their just right level, development skills in research and inquiry, and integrate technology to build presentations.
- j. Continue to create excellent synergy between our general ed teachers, reading specialist, and SPED teachers to identify, monitor and provide targeted instruction and targeted pull-out intervention groups with individual student action plans for in-class interventions
- k. SPED Team, reading specialist, principal and teachers will collaborate on creating a priority list of all students needing extra support.
- l. Redesign and focus a robust, targeted intervention program. Examples of implementation: Reading support staff Tech integration and Walking to Learn
- m. Google Classroom will be consistently utilized in grades 1-5 and strengthen writing skill.
- n. Teachers to notify parents of students receiving targeted pull-out intervention
- o. Consistently use data to monitor student progress to provide appropriate tiered supports through quick chats, grade level collaboration and local assessments.
- p. Teachers create individual student action plans and review/update each trimester
- q. Reading specialist and reading tutors works with identified students daily.
- r. Revitalized response to intervention program will see more students for 6 weeks of targeted instruction.
- s. Additional guided reading groups in classroom two to three times per week for students who struggle.
- t. Targeted intervention groups meet with their teacher 3x/week for 30 minutes
- v. Teachers will utilize item blueprints with students to have questions and tasks mirror those found on CAASPP.
- w. DRA/DIBELS/ Running Record Data used to track student progress on identified students for reassessment at least every 6 weeks.
- x. K teachers work with struggling 1st grade students 4x/week
- y. Create, review and update Student Equity Dashboard throughout the school year.

z, Continuing to implement Reading and Writing Workshop with fidelity

aa. Teachers will continue to engage in professional development in Reading and Writing Workshop

bb. Principal will participate in a TCRWP professional development throughout the year.

cc. Teachers collaborate, share writing samples, and discuss strategies to improve student writing.

dd. Teachers will confer with each student at least every two weeks.

ee. Students who are struggling will confer with teachers at least once weekly.

ff. Teachers will monitor student growth by assessing published student work and District writing samples.

gg. Teachers in grades 1-5 will utilize Google Classroom and strengthen writing skill.

hh. Teachers will use regular practice for performance task, item blueprints & interim assessments from the CAASSP website.

jj. Principal will monitor progress by tracking lead measures using data dashboard.

kk. Teachers will implement read naturally program with fidelity.

ll. Utilize professional learning days to focus on embedding UDL and culturally responsive teaching practices.

mm. integrate reading tutors with a focused precision on our struggling readers.

nn. Professional Learning: Meaningful and relevant professional learning will be consistently provided in Reader's and Writer's Workshop. Site based collaboration and training will be woven throughout the school year by staff leads and through grade level collaboration/PLCs.

oo: Library will serve as focus to build and ensure equity with literacy.

pp. Acquire recent books that highlight an equity lens.

qq. Use Google Slides via Google Classroom to enhance parent communication.

rr. Purchase Seesaw program for all grades. Curriculum/Instruction:

Integrate reading strategies to support mathematical thinking & problem solving

Tasks:

a. Teachers use think-alouds to model mathematical thinking

b. Teachers will plan, organize, and deliver lessons that allow students to collaborate and learn from each other

- c. Teachers/grade level teams list reading strategies that could be used to support mathematical thinking/problem solving
  - d. Grade level teams identify academic vocabulary and test taking strategies. Teachers ask students to solve problems in multiple ways.
  - e. Teachers will utilize item blueprints with students to have questions and tasks mirror those found on CAASPP. drawing
  - f. Teachers use math games from EDM weekly to support problem solving
  - g. Teachers integrate technology for instructional purposes
  - h. Teachers will use iPads to build students' foundational skills
  - i. Teachers will continue implement math stations for small group work
  - j. Teachers/grade level teams identify strategies for parent support of math at home
  - k. Teachers share strategies with parents in writing, website and through teacher videos.
  - l. Parents will volunteer to work with students in small groups
  - m. Principal and teachers will track and monitor students that continue to struggle using data dashboard.
  - n. Principal will meet with each grade level once a month to monitor progress.
  - o. Access and determine grade level SBAC Math blueprints for tasks to use throughout school year for grade 3-5
  - p. Use SBAC practice interim benchmark assessments throughout the year to find gaps in strategies and knowledge, reteach as needed
  - q. Grade level teams discuss outcomes from tasks and determine best practices to support student learning.
  - r. Teachers will observe classrooms and develop student centered teaching strategies and techniques.
  - s. Teachers will continue to acquire valuable Universal Design for Learning strategies to utilize with their students.
- 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:

Tech integration (1:1 devices)

Additional, supplemental support curriculum and materials as available

See #3 below for intervention specifics (ie - support staff, student groupings, etc)  
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:

Ongoing data dashboard

Quick Chats

RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)

Leverage leadership teams

Intervention: To mitigate learning loss, provide targeted interventions as determined through progress monitoring. Examples of implementation:

Intervention support staff (ie - Intervention teachers, reading tutors/IAs, TK/K teachers)

Needs-based leveled student groupings

Online intervention programs (ie - Imagine Learning, Lexia)

Additional before or after-school programs

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 will occur through ongoing cycles of inquiry. Site based training and collaboration will be woven throughout the school year. Examples of implementation:

Grade level collaboration/ PLCs/staff meetings/ leadership aligned with site/district goals

Access internal professional experts/leads

Explore access to external professional developers

### **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)

0

Source(s)

All actions are in alignment with budget 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.

NA

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.

NA

# 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

Academic- Math and STEAM

## LEA/LCAP Goal

Goal 3 (Academic-Math & STEAM): 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 3

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.

Overall:

75% of our 3rd-5th grade students will meet or exceed expectations on the math portion of the SBAC Test by June of 2022.

80% of our school-wide K-2 population will meet or exceed proficiency on the local math benchmarks.

Subgroups:

Increase math performance from 36% to 50% proficiency for students identified in the low socio-economic subgroup.

Increase performance of African American students from 37% to 50% meeting or exceeding standards on the SBAC Assessment.

Increase performance of students in special education from 37% to 50% meeting or exceeding standards on the SBAC Assessment.

Increase performance of English Learners from 33% to 50% meeting or exceeding standards on the SBAC Assessment.

Increase math performance from 75% to 80% for K-2 students on the District Math Benchmark Assessment.

These goals will be measured by the following:

CAASPP (3-5)

EDM Benchmark Assessments (K-2)

## Identified Need

Following our team's data analysis, it was determined we needed to continue to provide best practices to ensure our African American, students with disabilities, and EL student populations continue to increase their progress in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math 2021 CAASPP 2022		

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, student groups

#### Strategy/Activity

2021 - 2022 (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 (i.e. - workshops, family nights)

Professional Learning: To ensure the most cutting edge, current system of education is in place, focused and targeted professional learning will occur through ongoing cycles of inquiry. Site based training and collaboration will be woven throughout the school year.

Examples of implementation:

- 1) Grade level collaboration/ PLCs/staff meetings/ leadership aligned with site/district goals
- 2) Access internal professional experts/leads

### 3) Explore access to external professional developers

2021-2022

Strategies/Activities:

- a. Teachers use think-alouds to model mathematical thinking
- b. Teachers will plan, organize, and deliver lessons that allow students to collaborate and learn from each other
- c. Teachers/grade level teams list reading strategies that could be used to support mathematical thinking/problem solving
- d. Grade level teams identify academic vocabulary and test taking strategies. Teachers ask students to solve problems in multiple ways.
- e. Teachers will utilize item blueprints with students to have questions and tasks mirror those found on CAASPP. drawing
- f. Teachers use math games from EDM weekly to support problem solving
- g. Teachers integrate technology for instructional purposes
- h. Teachers will use iPads to build students' foundational skills
- i. Teachers will continue implement math stations for small group work
- j. Teachers/grade level teams identify strategies for parent support of math at home
- k. Teachers share strategies with parents in writing, website and through teacher videos.
- l. Parents will volunteer to work with students in small groups
- m. Principal and teachers will track and monitor students that continue to struggle using data dashboard.
- n. Principal will meet with each grade level once a month to monitor progress.
- o. Access and determine grade level SBAC Math blueprints for tasks to use throughout school year for grade 3-5
- p. Use SBAC practice interim benchmark assessments throughout the year to find gaps in strategies and knowledge, reteach as needed
- q. Grade level teams discuss outcomes from tasks and determine best practices to support student learning.

r. Teachers will observe classrooms and develop student centered teaching strategies and techniques.

s. Teachers will continue to acquire valuable Universal Design for Learning strategies to utilize with their students.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

All actions are in alignment with budget 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)

### **Strategy/Activity 3**

#### **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)

### **Strategy/Activity 4**

#### **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)

**Strategy/Activity 5**

**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.

NA

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.

NA

# 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

## LEA/LCAP Goal

Goal 4 (Equity): 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, LGBTQ, and students in special education.

## Goal 4

To intentionally cultivate equity, diversity, and inclusion by strengthening cultural competence within BUSD schools that results in equity for ALL students, and to enhance equitable school discipline. Using baseline data from district-approved assessments (ie - REACH, TFI, surveys), all students will show progress towards meeting goals to instill a sense of belonging by May, 2022.

## Identified Need

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
REACH/DRS TFI (PBIS) Surveys		

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

2021-2022

Curriculum/Instruction: In an effort to ensure all students achieve at a high level, we will address inequities by eliminating barriers, put structures and supports in place to allow equal access to curriculum, and promote inclusion for all students .

Examples of implementation:

- 1) Balanced classes
- 2) Communication methods (conversations, newsletters, etc.)
- 3) Diversity in curriculum and classroom/school libraries
- 4) Leverage equity and leadership teams
- 5) A road map with how we build in time to teach, to celebrate, to honor, and to give voice to our cultural diversity at Turner and how we weave this richness throughout the year.( not just at International Week.)

Progress Monitoring: Analyze and monitor school-wide data and input from stakeholders to identify needs. Ensuring our site is addressing equity, removing barriers, giving opportunity for student voice and providing all our students with what they need to thrive in our school and beyond.

Examples of implementation:

- 1) Staff, family, and student surveys
- 2) ELAC, site council, grade level, and leadership teams
- 3) REACH/DRS, SWIS data
- 4) Removing comments from articulation cards.

Intervention: As needs arise, 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 and 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.

Connecting, collaborating, learning and journeying with our District as we move forward and follow through with Equity,

Training for staff in restorative justice practices, unconscious/implicit bias, and how we can best orchestrate effective discussions with students about issues regarding race, social justice, and inclusion.

Discussion about the curriculum and learning more about the 1619 Project.

Discussions on the potential to implement a school wide RTI model that would work to best move the needle with all of our students.

Examples of implementation:

- 1) Grade level collaboration, PLCs, staff meetings, leadership aligned with site/district goals
- 2) Access internal professional experts/leads (i.e. - school psychologists, interns, field workers, mentors, behaviorists, etc.)
- 3) Explore access to external professional developers (i.e... - parent/community experts, presenters and staff developers, and other resources) Topics to include: Discipline practices, equity, inclusion, identity, biases (including discipline practices), etc.
- 4) Staff will participate in a book study: How to Unpack your Impact providing tools which emphasizes how to best build in culture centered curriculum

### School Communication:

Utilizing different forms of communication to reach a larger audience (acknowledging how families prefer to receive information)

- 1) Turner Times: Add a section with important communication links (Facebook/social media, principal videos, etc.). Add a "SSC Highlight" section - new topic/theme each month
- 2) Coordinate with PTA and Book Fair to create a welcome event in 2021 (on the book fair Sunday)
- 3) Create informational videos to share bimonthly with parents. (For parents who prefer to read, a transcript will be made available.) Potential video topics: Intro School Site Council, ways to volunteer/PTA, PBIS, CAASPP testing, new Maker Space room, Mrs. Saari/library, student led conferences, absenteeism, decoding the report card

### Home/Teacher Communication

- 1) Teachers will share classroom activities/academic content via Seesaw/Bloomz so parents can see what students are doing/learning in the classroom and to spark conversations at home
- 2) Staff will share ideas for using Seesaw/Bloomz during a breakout at a staff meeting (with the goals of inspiring more teachers to use it and to share effective ideas). Ask teachers to pick one small way to "up their game" with these apps.

### Parent-teacher conferences

- 1) Begin developing a "conference letter" from principal/teachers laying out items such as the following: what to expect at each grade level, being timely/respectful of time, tips for a successful conference, suggested questions to ask, report card scoring, etc.
- 2) Begin collecting ideas from parents and teachers regarding "Decoding the Report Card" (Xs, 1-2-3s, which scores are year long vs. benchmark, etc.) with the intent of creating a video and/or handout clarifying this info.
- 3) Continue "open door" policy (via email, drop in, etc.) throughout the year
- 4) Enhance the effectiveness, and the communication in regards to our Upper Grade Student Led Conferences.

### Surveys

- 1) Offer two parent surveys starting in 2022 school year (1st and 3rd trimester)
- 2) Update current parent survey:
  - \*Add questions such as the following:
    - \*What information would you like to receive during conferences?
    - \*What information would you like to receive during Back to School Night?
    - \*How do you prefer to receive your information? What forms of social media do you use?
    - \*Question regarding report card misconceptions/questions
    - \*Question regarding quality and quantity of home/school communication
    - \*Continue with REACH survey (student survey)

r. Improved communication regarding how we celebrate diversity

s. Bring back My Heritage Museum (school-wide, kids bring in something that represents their heritage) as a precursor to International Night

\*Next year, we would like to add a reflection piece for the students about what they learned

t. PTA Daddy/Daughter dance and Mother/Son dance names changed to be more inclusive (Little Ladies Night Out and Dude Dance Glow Party)

- u. Librarian exploring the idea of a blog through which she could communicate book recommendations, our diverse book offerings, etc.
- v. posting pictures of cultural events on website/social media
- w. Continue to grow a robust STEAM and International Night experience for our families concentrating on building inclusiveness and a strong sense of belonging.
- x. Continue to work collaboratively with our Special Needs Committee to build Inclusiveness with our families and meet monthly.
- y. Continue to build on the success of International Night
- z. Principal/ PBIS Team and student leaders make monthly video to teachers and students emphasizing weekly themes including honoring and celebrating cultural diversity.
- z. Continue to build on the success of Inclusive Read Aloud Program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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## 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.

NA

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.

NA

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

## 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 (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

# 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

--

0.00
------

## Expenditures by Budget Reference

Budget Reference

Amount

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

--

--

0.00
------

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
--------

0.00
------

Goal 2
--------

0.00
------

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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Stephen J. Slater	Principal
Julie Seymour	Classroom Teacher
Tara Bradley	Classroom Teacher
Beth Sama	Parent or Community Member
Karen Gill	Parent or Community Member
Jermaine Butts	Parent or Community Member
Jaclyn Prebula	Parent or Community Member
Amy Hirsh	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10.7.15.

Attested:



Principal, Stephen J. Slater on 4/15/2020



SSC Chairperson, Beth Sama on 4/17/2020

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019