

# 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
Mary Farmar Elementary School	48-70524-6050991	April 5, 2022	

## Purpose and Description

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

n/a

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

n/a

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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. The 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 overall very positive. Both families and students reported their students felt safe on campus. A high percentage of students reported feeling connected to their teachers.

## Classroom Observations

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

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

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 is social emotional learning of our students as a result of the pandemic. 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)

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

Our District is implementing a new data management system, Aries, 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.

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

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

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

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

We meet all the requirements for employing highly qualified staff.

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

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

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

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

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

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

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

Teachers in grades TK-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. Site administrators at times may request data and feedback from grade levels through the utilization of Leadership teams. Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many duties required of the site level leadership teams.

## Teaching and Learning

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

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

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

We adhere to the recommended instructional minutes for reading/language arts and mathematics as put forth by the District and in combination with the suggested time allotments in our adopted materials.

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

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

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

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

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

All teachers use adopted and standards-aligned instructional materials, including intervention materials. These materials are reviewed regularly and teachers work with site and District administrators to determine if there are gaps or overlaps in the materials being used. 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. Students also have access to online reading programs at home that targets students' instructional levels. Teachers are able to monitor student progress and adjust levels as appropriate.

Our school will assist preschool students in the successful transition from early childhood programs to the school by having 3 sneak peak sessions, consultation with early childhood staff, and progress monitoring. Principals also attend pre school IEPs to assist in transition.

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

### Funding

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

Students who are struggling may meet with an intervention teacher for small group, extra support. These groups are within the school day and targeted to meet students' specific needs. Title I Funds 2022-23 - \$130,213

### Fiscal support (EPC)

## **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**

#### **Stakeholder Involvement**

##### **Introduction:**

We will continue to engage our stakeholders such as our Leadership Team, Site Council, ELAC Committee/Representative, and grade level teams to solicit additional feedback based on the events of the past year and set goals for the 2022 - 2023 school year.

This year, 2021/22 school staff and families held approximately six meetings or input structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2022-23 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders.

##### **Structure of the SPSA input meetings:**

Each presentation began with a presentation of the role and purpose of the Single Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used, the current goals and actions. Local data was shared as state data was not yet available. Data was reviewed and highlights from this data discussed. Participants were asked to give feedback on the impact of the current goals and actions.

##### **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. Staff meetings held 3/2022/ Grade Level Leadership Meetings: 4/2022, 3/2022, 2/2022. School Site Council Meetings - SPSA discussions 3/2022, 2/2022

## Resource Inequities

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

n/a

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.68%	0.44%	0.2%	3	2	1
African American	5.87%	3.53%	3.9%	26	16	17
Asian	2.93%	2.65%	2.3%	13	12	10
Filipino	4.06%	4.42%	3.5%	18	20	15
Hispanic/Latino	19.64%	22.3%	22.2%	87	101	96
Pacific Islander	0.9%	1.1%	0.9%	4	5	4
White	48.98%	52.54%	50.7%	217	238	219
Multiple/No Response	11.51%	13.02%	15.5%	51	59	67
Total Enrollment				443	453	432

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	72	78	71
Grade 1	69	77	73
Grade 2	71	73	75
Grade3	75	75	68
Grade 4	79	74	77
Grade 5	77	76	68
Total Enrollment	443	453	432

### Conclusions based on this data:

1. There is a decrease in overall student enrollment when comparing the 2019-20 school year to 2020-21.
2. Overall, enrollment data has remained fairly stable.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	27	17	5.4%	6.0%	3.9%
Fluent English Proficient (FEP)	11	17	12	2.5%	3.8%	2.8%
Reclassified Fluent English Proficient (RFEP)	3	7	4	20.0%	29.2%	14.8%

### Conclusions based on this data:

1. There is a decrease in the number of students enrolled that identify as English learners in comparison from 2018-19 school year to 2020-21.
2. We do not have end of the year data, but expect our Fluent English Proficient data to be in line with previous school years.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	78	68	77	76	0	77	76	0	98.7	97.4	0.0
Grade 4	76	80	77	73	79	0	73	79	0	96.1	98.8	0.0
Grade 5	76	79	72	75	74	0	75	74	0	98.7	93.7	0.0
All Grades	230	237	217	225	229	0	225	229	0	97.8	96.6	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2427.	2422.		20.78	28.95		33.77	19.74		22.08	25.00		23.38	26.32	
Grade 4	2469.	2478.		23.29	26.58		23.29	27.85		23.29	22.78		30.14	22.78	
Grade 5	2534.	2517.		37.33	27.03		24.00	25.68		21.33	25.68		17.33	21.62	
All Grades	N/A	N/A	N/A	27.11	27.51		27.11	24.45		22.22	24.45		23.56	23.58	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.27	22.37		49.35	53.95		23.38	23.68	
Grade 4	23.29	25.32		47.95	53.16		28.77	21.52	
Grade 5	40.00	32.43		42.67	52.70		17.33	14.86	
All Grades	30.22	26.64		46.67	53.28		23.11	20.09	

### 2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	15.79		57.14	52.63		25.97	31.58	
Grade 4	21.92	21.52		50.68	51.90		27.40	26.58	
Grade 5	38.67	20.27		42.67	50.00		18.67	29.73	
All Grades	25.78	19.21		50.22	51.53		24.00	29.26	

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	21.05		64.94	59.21		18.18	19.74	
Grade 4	26.03	18.99		60.27	70.89		13.70	10.13	
Grade 5	22.67	24.32		69.33	63.51		8.00	12.16	
All Grades	21.78	21.40		64.89	64.63		13.33	13.97	

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.27	25.00		50.65	42.11		22.08	32.89	
Grade 4	16.44	26.58		63.01	51.90		20.55	21.52	
Grade 5	36.00	35.14		48.00	39.19		16.00	25.68	
All Grades	26.67	28.82		53.78	44.54		19.56	26.64	

2019-20 Data:

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

**Conclusions based on this data:**

- Overall, in ELA scores showed minimal change in both Exceed Standard and Standard Not Met range. The percentage of students who met the standard declined 2.5% points, while the percentage of students who nearly met increased by 2.2% points. This may show that with support the students in the Nearly Met range could be supported to make growth and fully met the ELA standards.
- In the area of Reading, there was a decline in the percentage of students exceeding the standards, of 3.6% points, while there was an increase in the percentage of students At/Near the Standard of 6.6% points. The percentage of students below standard, decreased by 3% points. This also indicates that those students that were At/Nearly Met range could be supported to fully meet the ELA Reading Standards.

3. The area of greatest need is Writing, where the percentage of students who exceed the standard decline 6.6% points. and the students who scored below standard increased by 5.3% points. This decline reflect the need to specifically address our writing instruction, especially in short responses.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	78	68	78	76	0	78	76	0	100	97.4	0.0
Grade 4	76	80	77	73	79	0	73	79	0	96.1	98.8	0.0
Grade 5	76	79	72	75	74	0	75	74	0	98.7	93.7	0.0
All Grades	230	237	217	226	229	0	226	229	0	98.3	96.6	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2449.	2441.		25.64	27.63		26.92	25.00		29.49	25.00		17.95	22.37	
Grade 4	2501.	2501.		35.62	29.11		21.92	25.32		28.77	32.91		13.70	12.66	
Grade 5	2549.	2531.		46.67	31.08		18.67	22.97		17.33	31.08		17.33	14.86	
All Grades	N/A	N/A	N/A	35.84	29.26		22.57	24.45		25.22	29.69		16.37	16.59	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.87	38.16		32.05	35.53		23.08	26.32	
Grade 4	49.32	44.30		31.51	30.38		19.18	25.32	
Grade 5	52.00	37.84		28.00	43.24		20.00	18.92	
All Grades	48.67	40.17		30.53	36.24		20.80	23.58	

### 2019-20 Data:

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



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.64	30.26		48.72	51.32		25.64	18.42	
Grade 4	34.25	30.38		42.47	50.63		23.29	18.99	
Grade 5	41.33	29.73		34.67	48.65		24.00	21.62	
All Grades	33.63	30.13		42.04	50.22		24.34	19.65	

2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.90	34.21		42.31	46.05		21.79	19.74	
Grade 4	36.99	25.32		38.36	51.90		24.66	22.78	
Grade 5	36.00	20.27		45.33	63.51		18.67	16.22	
All Grades	36.28	26.64		42.04	53.71		21.68	19.65	

2019-20 Data:

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

**Conclusions based on this data:**

- Overall, the percentage of students who exceeded the standard has declined by 6.5% points. This decline is correlates with increases in percentage of students meeting and nearly meeting the standards in all areas. The percentage of students below standard has remained unchanged. This data shows that our students who are at the cusps between exceeding/meeting and meeting/nearly meeting need to be identified and support to make growth in all areas of math.
- In the area of Communicating reasoning, the percentage of students exceeding the standard has declined most significantly - 9.6% points. Questions in this area require constructed responses which reflect our students' ability to write short responses. This area for growth is also reflected in our ELA Writing scores. Our students need support in constructing short responses to communicate math reasoning.

# School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	5	*
1	*	*	*	*	*	*	*	*	*	*	6	6
2	*		*	*		*	*		*	*		4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										15	18	17

### 2019-20 Data:

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

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	5.56	11.76	*	55.56	41.18	*	38.89	29.41	*	0.00	17.65	15	18	17

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	22.22	29.41	*	61.11	35.29	*	16.67	29.41	*	0.00	5.88	15	18	17

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	5.56	0.00	*	27.78	29.41	*	44.44	35.29	*	22.22	35.29	15	18	17

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	22.22	29.41	*	72.22	64.71	*	5.56	5.88	15	18	17

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	*	55.56	41.18	*	44.44	47.06	*	0.00	11.76	15	18	17

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.11	17.65	*	66.67	41.18	*	22.22	41.18	15	18	17

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
All Grades	*	11.11	0.00	73.33	66.67	70.59	*	22.22	29.41	15	18	17

2019-20 Data:

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

**Conclusions based on this data:**

1. In the Listening Domain portion of the Summative ELPAC for 2020-21, 64.71% of our English learners had a performance level of somewhat/moderately developed.
2. In the Speaking Domain portion of the Summative ELPAC for 2020-21, almost half (47.06%) of our English learners who took assessment, had a performance level of somewhat/moderately developed.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
432	25.7	3.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	3.9
Foster Youth		
Homeless	6	1.4
Socioeconomically Disadvantaged	111	25.7
Students with Disabilities	33	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.9
American Indian or Alaska Native	1	0.2
Asian	10	2.3
Filipino	15	3.5
Hispanic	96	22.2
Two or More Races	67	15.5
Native Hawaiian or Pacific Islander	4	0.9
White	219	50.7

### Conclusions based on this data:

1. Approximately one-fourth of the students enrolled during the 2019-20 school year are identified as socioeconomically disadvantaged.



# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Green

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Blue

#### Conclusions based on this data:

1. Our CAASPP ELA performance data indicates
2. Our CAASPP Math performance data indicates
3. Our suspension data has improved, while our chronic absenteeism data shows need for improvement.



# School and Student Performance Data

## Academic Performance English Language Arts

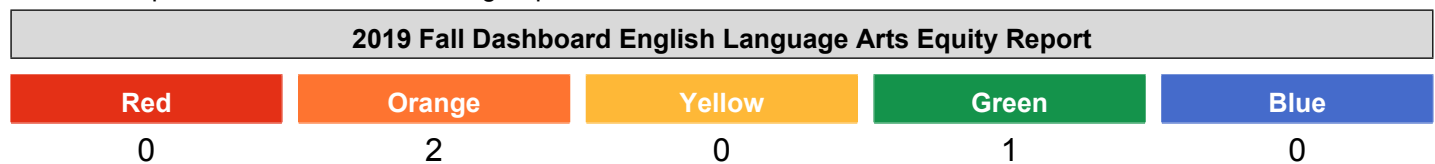
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 3.6 points above standard Declined -4.8 points 219	 No Performance Color 32.1 points below standard Declined Significantly -47.3 points 15	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 20.2 points below standard Declined Significantly -15.6 points 73	 No Performance Color 83.8 points below standard Declined -9.6 points 24

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

African American	American Indian	Asian	Filipino
 No Performance Color 39.1 points below standard Increased Significantly ++25.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 2.8 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.1 points below standard Maintained ++2.9 points 49	 No Performance Color 26.7 points above standard Declined -6.8 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 17.3 points above standard Declined -11.3 points 95

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 6	Less than 11 Students - Data Not Displayed for Privacy 9	6.2 points above standard Maintained -1.6 points 202

#### Conclusions based on this data:

1. The ELA scores of our students who are African American increased significantly. This population of students tested in 3rd-5th grade is 16 students, so students should be monitored as a cohort to ensure ongoing progress.
2. The ELA scores of our students who are socio-economically disadvantaged declined 15.6% points. This population of students tested in 3rd-5th grade is 73 students, which will need to be addressed with targeted intervention. A large number of these students may be clustered in one grade level, which may be a pattern to address in coming years.
3. The ELA scores of our students who are English Language Learners declined significantly - 47.3% This population of students tested in 3rd-5th grade is 15 students. These students must be monitored and supported more closely to ensure their progress.

# School and Student Performance Data

## Academic Performance Mathematics

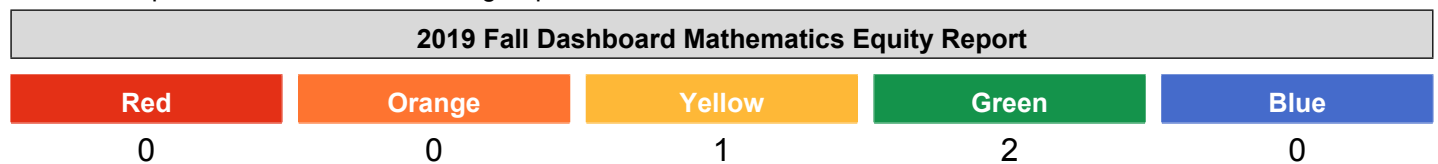
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Green</p> <p>8.9 points above standard</p> <p>Declined -7.8 points</p> <p>219</p>	 <p>No Performance Color</p> <p>37.7 points below standard</p> <p>Declined Significantly -39.9 points</p> <p>15</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	 <p>Yellow</p> <p>18.5 points below standard</p> <p>Declined Significantly -18 points</p> <p>73</p>	 <p>No Performance Color</p> <p>72.7 points below standard</p> <p>Maintained ++1.5 points</p> <p>24</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 28.4 points below standard Increased Significantly ++31.2 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 22.5 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.6 points below standard Increased ++3.3 points 49	 No Performance Color 6.3 points above standard Declined Significantly -36.9 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 22.1 points above standard Declined -14.1 points 95

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 6	Less than 11 Students - Data Not Displayed for Privacy 9	12.6 points above standard Declined -5.4 points 202

#### Conclusions based on this data:

1. The Math scores of our students who are African American increased significantly - 31.2% points. This population of students tested in 3rd-5th grade is 16 students, and students should be monitored as a cohort of students to ensure continued progress.
2. The Math scores of our students who are socio-economically disadvantaged declined 18% points. This population of students tested in 3rd-5th grade is 73 students, which will need to be addressed with targeted intervention. A large number of these students may be clustered in one grade level, which may be a pattern to address in coming years.
3. The Math scores of our students who are English Language Learners declined significantly - 39.9% This population of students tested in 3rd-5th grade is 15 students. These students must be monitored and supported with targeted intervention to ensure their progress.

# School and Student Performance Data

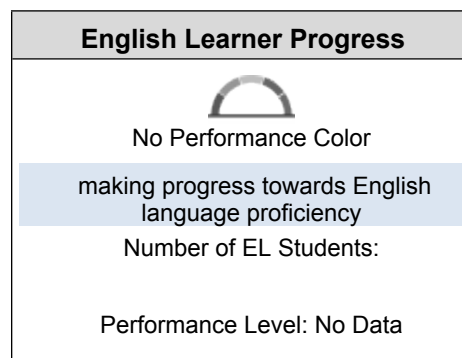
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### Conclusions based on this data:

1. The 2019 Fall Dashboard data shows that English learners were making progress towards English language proficiency.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

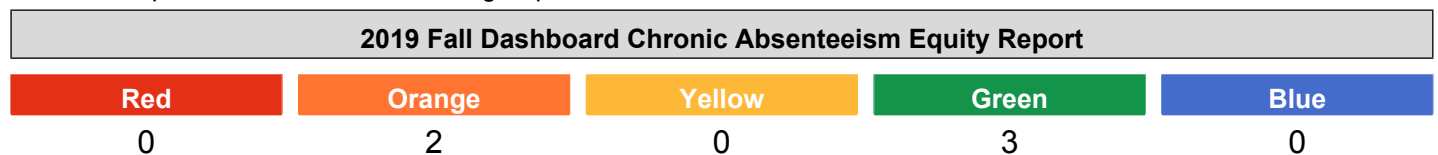
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 8 Maintained +0.3 464	 No Performance Color 25 Increased +16.3 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 14.6 Maintained +0.1 137	 Green 8.9 Declined -3.3 45

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

<b>African American</b>  No Performance Color <b>7.7</b> Declined -3.7 26	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color <b>7.7</b> Increased +7.7 13	<b>Filipino</b>  No Performance Color <b>15.8</b> Increased +15.8 19
<b>Hispanic</b>  Green <b>9.6</b> Declined -1.1 94	<b>Two or More Races</b>  Orange <b>10</b> Increased +5.2 80	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  Green <b>5.3</b> Declined -2.5 225

#### Conclusions based on this data:

1. Our 2019 Chronic Absenteeism Data shows need for improvement.
2. There was a decline with progress specifically noted with African American, Hispanic/Latino, and White students.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

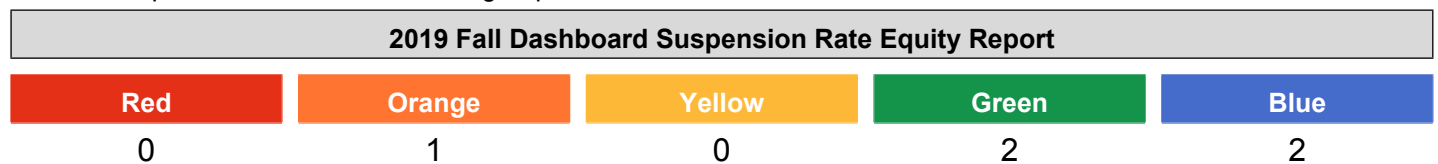
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

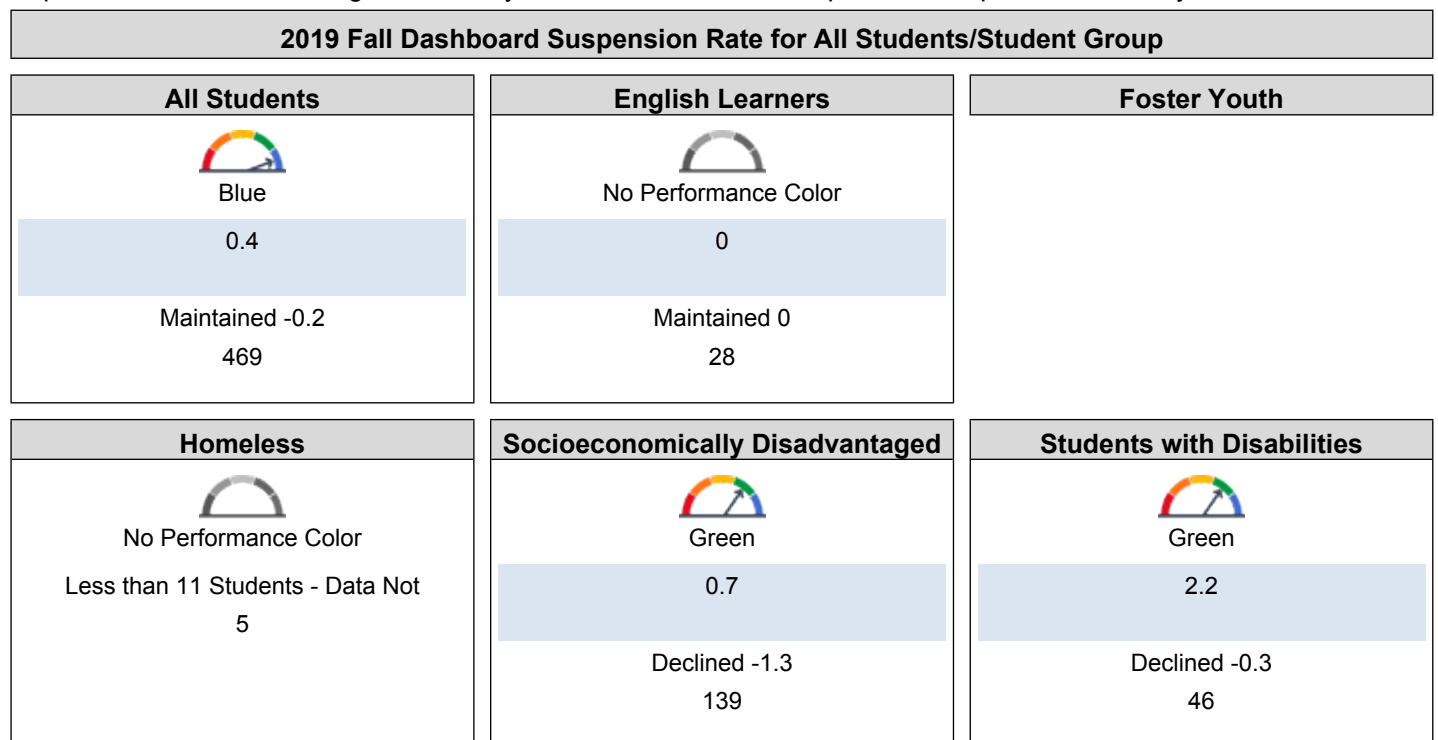
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



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

<b>African American</b>  No Performance Color 0 Declined -2.8 27	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  No Performance Color 0 Maintained 0 13	<b>Filipino</b>  No Performance Color 0 Maintained 0 19
<b>Hispanic</b>  Blue 0 Maintained 0 95	<b>Two or More Races</b>  Orange 1.2 Increased +1.2 82	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4	<b>White</b>  Blue 0.4 Declined -0.4 226

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0.4

#### Conclusions based on this data:

1. Our rate of suspension is very low and has declined. We have implemented PBIS strategies to resolve issues more positively, which may be the reason for the decline in suspensions.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

BALANCED LITERACY IN LANGUAGE ARTS

## LEA/LCAP Goal

(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 1

2022-23 English Language Arts Goal:

Literacy ELA Goal: Using baseline data from approved state and local assessments from Spring, 2022, all students will show progress towards mastery of standards by May, 2023. This goal will be baseline plus 5% across all students and student groups.

All MFE students will make progress toward mastery of grade level ELA standards  
Increase the percentage of students performing at or above standard on CAASPP (data not yet available)  
Increase the percentage of students who meet/exceed growth projections on NWEA English Language Arts assessments from 52 to 57% by June 2023.

## Identified Need

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed that resulted in the creation of this goal was analysis of data from the 2021/2022 school year. This goal addresses the overall needs of the school. Upon acquiring baseline data for the upcoming school year, student group targets will be identified to implement targeted interventions and supports as needed. This goal addresses the needs of all students, but specifically students who are African American or Hispanic, students with Disabilities, and students who are Socioeconomically Disadvantaged.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State and local assessments such as CAASPP and NWEA Reading Assessment	Data Collection from the 2021-22 school year/Mid Year NWEA ELA/Reading Assessment Fall to Spring- Percentage of Students who Met their Growth Projection- average is 39%	Spring, 2023: Percent of students who met growth projections on spring NWEA will be 44% or more.  Percent of students meeting or exceeding standard on CAASPP (TBD using spring CAASPP data as baseline and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Data points for CAASPP Reading data will be established after we receive baseline data from spring 2021-22 school year.	increasing by 5% points to determine expected outcome)

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

## Strategy/Activity 1

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

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

All Students Plus the following Student Groups:

Students with disabilities

Students who are African American/Black

Students who are socio-economically disadvantaged

Students who are Hispanic

### Strategy/Activity

Curriculum/Instruction:.. Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom. High-leverage actions:

Alignment and fidelity of essential expectations in adopted curriculum and best, first instruction:

1. Provide guided reading instruction in small groups and/or other small group instruction daily
2. Daily conferring with readers and writers workshop, including: tracking of individual student progress and next steps (ie: exit tickets for student reflection)
3. Align/Embed SBAC structure with current practices

Progress Monitoring: Analyze student data to determine tiered levels of support. High-leverage actions:

1. Analyze unit assessments, NWEA, and other data reports (i.e., Imagine Language and Literacy) to support instruction
2. Utilize site leadership and grade level teams to drive progress monitoring
3. Sharing of student data between intervention specialists and grade level teams/teachers

Intervention: Provide targeted interventions as determined through progress monitoring. High-leverage actions:

1. Utilize Fountas and Pinnell, DRA, ESGI, and NWEA data to determine specific area of need (i.e., letter sounds, accuracy, fluency, comprehension)
2. Intervention support staff (i.e., Intervention teacher, reading instructional assistants, Kinder teachers)
3. Assess progress and set aside time for collaboration with teachers, support staff (intervention teacher)
4. Licenses for Lexia and/or Imagine Language and Literacy for all grades
5. Multilingual support (translators and translations for parent communication, meetings, workshops)

Professional Learning: Focused and targeted professional learning will occur to promote ongoing growth. High-leverage actions:

1. Attend trainings in support of increased pedagogical practice (supporting multilingual learners, guided reading, etc)
2. Set aside time for vertical alignment for key learning outcomes

Embedded or ongoing supports:

\*Continued funding for diverse leveled books for classroom libraries

\*Commitment to increasing family engagement as partners with reading nights and parent workshops centered on reading strategies, supporting multilingual learners,

\*Additional programs beyond the school day

\*Grade level collaboration and planning, including a focus on vertical and horizontal alignment

\*Teaming Structures and Function:

Coordinated of Services Team: To manage and integrate learning supports and resources for students

Quick Chats: Problem solving with teachers and support staff (counselor, psychologist, resource specialist, reading intervention teacher, etc)

Leadership Teams: (representatives from each grade level)- Guide student improvement

Student Study Teams: Analyze student data associated with students who continue to struggle to achieve after Tier 2 and 3 interventions

Student Attendance Review Team: (principal and families)- Improve attendance

Individualized Education Support Team: Monitor supports and progress for students with Individualized Education Plans

### **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)

130,213.00

Title I

### **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)

**Strategy/Activity 6**

**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 7

### 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: 2021-22

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

## ANALYSIS

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

Goal area 1: Actions and services for this goal were implemented as planned with a few exceptions due to educational restrictions due to Covid, such as exploring SBAC blueprints, due to the canceled 2021 state testing.

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

The implementation of the support of the reading intervention teacher and Reading Intervention Assistants has been effective as evidenced by students reading level increasing and some exiting from needing the additional support. We were also able to utilize more online reading intervention support.

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

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 1. More training and professional development is needed to support new teachers and refreshers for those that have been working in the district, especially with small group instruction and addressing the needs of multilingual learners. This is reflected in the strategy section of goal #1 in the section for professional learning. Also, including more opportunities for collaboration amongst reading teacher and classroom teachers to monitor student progress.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

MATHEMATICS

## LEA/LCAP Goal

(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 2

2022/23 Mathematics Goal:

Math Goal: Using baseline data from approved state and local assessments from Spring, 2022, all students will show progress towards mastery of standards by May, 2023. This goal will be baseline plus 5% across all groups and subgroups.

All MFE students will make progress toward mastery of grade level Math standards  
Increase the percentage of students performing at or above standard on CAASPP (data not yet available)

Increase the percentage of students who meet/exceed growth projections on NWEA Math assessments from 66% to 71% by June 2023.

## Identified Need

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed that resulted in the creation of this goal was analysis of data from the 2021/22 school year. This goal addresses the overall needs of the school. Upon acquiring baseline data for the upcoming school year, subgroup targets will be identified to implement targeted interventions and supports as needed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State and local assessments such as CAASPP and NWEA Mathematics Assessment	<p>Data Collection from the 2021-22 school year/Mid Year NWEA Math Assessment Fall to Spring - Percentage of Students who met their growth projection in grades 2nd-5th is 56%.</p> <p>Data points for CAASPP Mathematics data will be established after we receive the baseline data from spring 2021-22 school year.</p>	<p>Spring 2023:</p> <p>61% of students or more will meet their growth projection using fall to spring data from the 2022-23 school year.</p> <p>Percent of students meeting or exceeding standard on CAASPP (TBD using spring 2022 CAASPP data as baseline and increasing by 5% points to determine expected outcome)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

**Strategy/Activity 1**

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

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

All Students Plus the following Student Groups:  
 Students with disabilities  
 Students who are African American/Black  
 Students who are socio-economically disadvantaged  
 Students who are Hispanic

**Strategy/Activity**

Curriculum/Instruction:.. Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom. High-leverage actions:

Alignment and fidelity of essential expectations in adopted curriculum and best, first instruction:

1. Provide small group instruction, matched to student need
2. Intentionally teach and provide opportunities for students to demonstrate multiple ways to solve mathematical problems
3. Intentionally teach and provide opportunities for students to explain their thinking about mathematical concepts
4. Align/Embed SBAC structure with current practices

Progress Monitoring: Analyze student data to determine tiered levels of supports. High-leverage actions:

1. Analyze unit assessments NWEA, and other data and/or reports (i.e., Imagine Math) to support instruction
2. Utilize site leadership and grade level teams to drive progress monitoring

Intervention: Provide targeted interventions as determined through progress monitoring. High-leverage actions:

1. Targeted, additional supports matched to student need
2. Online intervention programs (Imagine Math)
3. Additional support beyond the school day (i.e.- after-school programs to support math instruction)

Professional Learning: Focused and targeted professional learning will occur to promote ongoing growth. High-leverage actions:

1. Attend training sessions in support of increased pedagogical practice as outlined above.
2. Set aside time for vertical alignment for key learning outcomes

Embedded or ongoing supports:

\*Commitment to increasing family engagement as partners

\*STEAM night, Math night, Game night

\*Grade level collaboration - focused on vertical and horizontal alignment

\*Teaming Structures and Function:

Coordinated of Services Team: To manage and integrate learning supports and resources for students

Quick Chats: Problem solving with teachers and support staff (counselor, psychologist, resource specialist, reading intervention teacher, etc)

Leadership Teams: (representatives from each grade level)- Guide student improvement

Student Study Teams: Analyze student data associated with students who continue to struggle to achieve after Tier 2 and 3 interventions

Student Attendance Review Team: (principal and families)- Improve attendance

Individualized Education Support Team: Monitor supports and progress for students with Individualized Education Plans

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

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

Amount(s)

Source(s)

0

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

### **Strategy/Activity 2**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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



# ANALYSIS

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

Actions and services for this goal were implemented as planned with a few exceptions due to educational restrictions due to Covid, such as exploring SBAC blueprints, due to the canceled 2021 state testing.

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

The implementation of the ability to increase online leveled Math support was particularly effective. Additional students have been served in response to increased need during COVID-19 pandemic.

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

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 2 with the following adjustments to actions, services, and expenditures. School wide RTI teams will focus on obtaining strong baseline data to identify students needing Tier 1, 2, and 3 interventions to provide a prescriptive plan to support them. These plans will continue to develop as more data is available.

# 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 Wellbeing

## LEA/LCAP Goal

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

## Goal 3

2022/23 SEL Goal:

Using baseline data from district-approved assessments (ie - REACH/Developmental Relationship Survey, TFI, surveys), all students will show progress towards meeting goals to instill a sense of belonging by May, 2023.

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

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal was CAASPP proficiency percentages and the CA Dashboard analysis. This goal addresses the needs of all students, specifically those exhibiting a need for more support in behavior and social-emotional regulation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Data from Wellness Center 2) SWISS Data, including PBIS Tiered Fidelity Inventory Score 3) Data from Stakeholder Climate Surveys 4) Data from district-approved universal screener	Baseline score will be attained in Fall 2022  Data Collection 21-22 Farmer Wellness Center Data: As of 01/27/22, 372 student visits to the Wellness Center (Tuesday, 3rd Friday, and school counselor 1/2 day)  49.2% are first time visitors, 50.8% are repeat visitors Visits by grade level (181 responses, out of those responses):	Outcomes for 2022/2023  1) PBIS TFI Score maintain 80% or higher 2) Stakeholder Climate Surveys (students, parents, staff)- reflect a sense of belonging 3) Students reporting feeling better after Wellness Center visits, at least 88% of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*11% Kindergarten, 16% 1st grade, 32.6% 2nd grade, 28.2% third grade, 6% fourth grade, and 11.6% fifth grade</p> <p>83.3% of student report feeling better after visiting the Wellness Center (299 responses)</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

### Strategy/Activity

#### SEL - Cultivate Wellness

Curriculum/Instruction: Utilize and implement the district adopted curriculum and best first instruction to meet the emotional and behavioral needs of students and cultivate a positive school environment. Provide additional supports using scaffolding and differentiation in the classroom.

High-leverage actions:

1. Ensure Protected Social Emotional Learning Time, utilizing grade level lessons from Second Step Social and Emotional Learning program
2. Teach, model and reinforce PBIS school wide expectations (Be responsible, Be safe, and Be respectful)
3. Ensure School-wide Second Step and PBIS focus and goals through a variety of methods (weekly announcements, monthly assemblies, monthly parent communication (focus on one goal at a time)

Progress Monitoring:

1. Ongoing monthly analysis of PBIS/SWIS data to inform best practices and identify focus areas
2. Create and utilize climate surveys for all students, families, and staff, three times per school year

Interventions:

1. Provide targeted, supplemental interventions to support identified student needs: (Second Step, Special Friends, A Better Way, Elementary Counselor
2. Provide more opportunities for collaboration with teachers, principal and support providers and specialists, throughout the school year
3. Utilize district supports including behaviorist, psychologist, mental health coordinator

#### 4. Wellness Center planned visits, more frequently

##### Professional Development:

1. Focused and targeted professional learning to promote ongoing growth
2. Ongoing grade level collaboration and planning time
3. Staff meetings to include an SEL focus
4. Access to internal professional leads (i.e. school psychologist, behaviorists, etc.)
5. Access to external professional developers (i.e. Mindful Life Project, SCOE).

##### Embedded and/or ongoing supports:

- \* Utilize Wellness Center to promote self regulation
- \* District adopted curriculum (Second Step)
- \* District Support Team: Behaviorist, psychologist, mental health coordinator
- \* Utilizing Parent Square for communication with families- support families who are not familiar
- \* Family Information Night/Workshops
- \* Collaboration with organizations that support SEL and Wellness (SCOE, Mindful Life Project, etc.)
- \* Grade level collaboration, vertical and horizontal alignment
- \* Teaming Structures and Function(s):

Positive Behavioral Interventions and Supports Team- Assist with developing solid foundation in positive behaviors

Coordinated of Services Team: To manage and integrate learning supports and resources for students

Quick Chats: Problem solving with teachers and support staff (counselor, psychologist, resource specialist, reading intervention teacher, etc.)

Leadership Teams: (representatives from each grade level)- Guide student improvement

Student Study Teams: Analyze student data associated with students who continue to struggle to achieve after Tier 2 and 3 interventions

Student Attendance Review Team: (principal and families)- Improve attendance

Individualized Education Support Team: Monitor supports and progress for students with Individualized Education Plans

#### **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)

0.00

Source(s)

All actions are in alignment with budgeted items within 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: 2021-22

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

### ANALYSIS

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

The collective trauma from the ongoing COVID-19 pandemic along with extended isolation experienced by students has impacted priorities this school year. We began implementing the Second Step curriculum to be responsive to the social and emotional needs of our students by focusing on developing self awareness, social awareness, responsible decision making, self management and relationship skills. Our Wellness Center opened during the 2021-22 school year and to date, there have been at least 372 student visits. The primary focus on the Wellness Center has been to normalize self regulation.

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

Counseling support for elementary aged students became available this school year. The support has been utilized to provide 1 to 1 counseling for 19 students to date with a wait-list. We are also referring families to Care Solace to establish counseling.

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

There is a need to provide more opportunities for support providers (counselors, support staff- Second Step, Special Friends, etc.) and teachers to collaborate about student progress. This reflection is noted in the Strategy Section of Goal 3, under interventions.

# 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

(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

2022/23 Equity Goal:

To intentionally cultivate equity, diversity, and inclusion by strengthening cultural competence within BUSD schools that result in equity for ALL students. Ensure voices, perspectives, and experiences of our students are represented, with a focus on students who are Black, socioeconomically disadvantaged, English learners, Hispanic/Latinx, LGBTQ, and students with IEPs

## Identified Need

Identified need for equity - students who have been historically underserved.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District-approved assessments and surveys (i.e. REACH, TFI, surveys for students, staff and families)	Baseline score will be attained in Fall, 2022	Positive Responses in family, staff and student climate surveys that reflect progress towards instilling a sense of belonging  Maintain or improve current REACH/Developmental Relationship survey scores in all areas

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 Plus the following Student Groups: Students who have been historically underserved including students who are African American, Hispanic/Latinx, Asian/Pacific Islander, 2 or more races, students who are designated socioeconomically disadvantaged, English Language Learners, LGBTQ, and students with IEP's

## Strategy/Activity

### Equity

Curriculum/Instruction: Address inequities in anti-racist/anti-biased practices and increase cultural competency and responsiveness. High-leverage actions:

1. Build collective language and understanding of equity and cultural competence
2. Provide planning time to thoughtfully identify intentional actions that will build awareness and ensure that each and every student has multiple opportunities to see themselves represented and affirmed (curriculum, literature, community events, videos, events, guest speakers)
3. Embed opportunities to discuss, connect and apply what we are learning about equity into practice (identify an area of focus) in staff meetings and all team meetings

Progress Monitoring: Analyze and monitor school-wide data and input from stakeholders to identify needs. High-leverage actions:

1. Utilize all site teams to analyze student data to support instruction and monitor progress with a lens on equity (Climate survey, SWIS data, Tiered Fidelity Inventory, academic data, equity walkthroughs, etc.)
2. Gather and use feedback throughout the school year from students, staff and families, focused on creating a welcoming environment and sense of belonging (ie: surveys, Student Leaders in Action)

### Intervention:

1. Continue to use best practices and use data to determine specific interventions that match need, when necessary

### Embedded or ongoing supports:

\*Access to internal professional experts/leads for supports with student academic, behavior and social and emotional concerns, classroom management (ie: - school psychologists, mentors, counselors, behaviorists, etc.)

\*Explore access to external professional developers to further explore and promote ongoing growth with a focus on equity, identity, biases, inclusion, discipline, restorative practices (ie - parent/community experts, presenters and staff developers, and other resources)

\*Site & District Based Tier 2 supports (counseling, Special Friends, Second Step, Wellness Center, reading/math interventions)

\*Additional programs beyond the school day (summer school, enrichment)

\*Increased family engagement

\*Scheduled times for grade level collaboration, vertical and horizontal

\*Teaming Structures and Function:

Coordinated of Services Team: To manage and integrate learning supports and resources for students

Quick Chats: Problem solving with teachers and support staff (counselor, psychologist, resource specialist, reading intervention teacher, etc.)

Leadership Teams: (representatives from each grade level)- Guide student improvement  
Student Study Teams: Analyze student data associated with students who continue to struggle to achieve after Tier 2 and 3 interventions  
Student Attendance Review Team: (principal and families)- Improve attendance  
Individualized Education Support Team: Monitor supports and progress for students with Individualized Education Plans  
Positive Behavioral Intervention and Supports Team- Guide development of solid foundation of positive behaviors

### **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: 2021-22**

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

## **ANALYSIS**

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

During the 2021-22 school year staff from our school site attended district-wide training with EPOCH on professional learning days to build a collective understanding of what implicit bias means and how we can address it. There are opportunities to embed the essentials from these trainings into our every day practice as a district and school site.

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

N/A

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.

In strategies and activities for Goal #4, we identified carving out time for staff planning time as a necessity in order to collaboratively identify actions that will support efforts in ensuring student voices, perspectives and experiences are represented in a variety of ways.



# 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	\$130,213.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,213.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$130,213.00

Subtotal of additional federal funds included for this school: \$130,213.00

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

State or Local Programs	Allocation (\$)
	\$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: \$130,213.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	130,213.00

## Expenditures by Budget Reference

Budget Reference	Amount
	130,213.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Title I	130,213.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,213.00
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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cherie Gianotti	Parent or Community Member
Amira Barger	Parent or Community Member
Ann Brooner	Parent or Community Member
Angela G. Wong-Davis	Parent or Community Member
Patricia Thomas	Parent or Community Member
Peggy Futon	Classroom Teacher
Lara Ruark	Classroom Teacher
Richard Gomez	Classroom Teacher
Che Soto-Vigil	Other School Staff
Rhonda R. Flemming	Principal

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 4/26/2021.

Attested:



Principal, Rhonda Flemming on



SSC Chairperson, Cherie Gianotti on 04/25/22

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019