

# 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
Ishi Hills Middle School	04 61507 0110072	June 3, 2021	June 23, 2021

## Purpose and Description

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

### Additional Targeted Support and Improvement

Ishi Hills Middle School will provide social emotional support for all students through the embedding SEL classes within the master schedule, coupled after school tutoring by credentialed, qualified teachers for tier 2 in math and ELA. All students will get targeted support through iReady in math and reading. The school will also support tier three with a RTI reading program embedded in the program.

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

Ishi Hills Middle School is utilizing the Mirrors and Windows EMC literature program. Ishi will continue to use iReady, an intervention program designed to support students in both math and reading at their level of need. We are currently working the addition of a tier three reading and writing teacher to design intervention periods through out our daily routines. In addition to implementation of academic support, we are continuing to improve on strengthening our all tiers of behavioral support in all classes utilizing restorative practices, designing multitiered intervention system for tracking student success, increasing student exposure to our positive behavioral incentive program, honoring student achievement for behavioral and academic success and improvement. Finally, a 6 hour instructional check in check out aide continues to work with student in all levels of support.

# 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).

As a district, the students in seventh grade participated in the California Healthy Kids Survey. The full results of the survey can be found at:

Key Indicators of School Climate and Student Well-Being 2017-18 vs 2018-19 as the last data collected:  
Grade 7

### School Engagement and Supports:

% 17-18      %18-19

#### School Engagement and Supports

School contentedness	24 t	48 t
Academic motivation	36 t	66 t
Chronic truancy (twice a month or more often)	6 *	5 *
Caring adult relationships	33 tt	55 tt
High expectations	46 tt	65 tt
Meaningful participation	13 tt	27 tt
Facilities upkeep	16 t	55 t
Parent involvement at school	-	53 t

#### School Safety

School perceived as very safe or safe	64	39
Experienced any harassment or bullying	39 *	54 *
Had mean rumors or lies spread about you	44 *	65 *
Been afraid of being beaten up	25 *	31 *
Been in a physical fight	15 *	31 *
Seen a weapon on campus	14 *	27 *

#### Substance Use and Mental Health

Been drunk or "high" on drugs at school, ever	4 **	19 **
Current marijuana use	-	8 **
Current binge drinking	2 **	3 **
Current alcohol or drug use	8	
Very drunk or "high" 7 or more times	27	1
Been drunk or "high" on drugs at school ever	-	3
Current electronic cigarette use	2 **	4 **
Current electronic cigarette use	-	13 **
Experienced chronic sadness/hopelessness	31 *	49 *
Considered suicide	na	35 *

Notes: Cells are empty if there are less than 10 respondents.

t Average percent of respondents reporting "Strongly agree."

tt Average percent of respondents reporting "Very much true."

\* Past 12 months.

\*\* Past 30 days.

na—Not asked of middle school students.

As a district, we have implemented Positive Behavioral Interventions and Supports. PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. This coupled with Restorative Practices will strengthen the tiered system of support.

## Classroom Observations

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

The principal visits classrooms on a weekly basis, most informally. Regular professional two-year evaluations are performed per district contract teachers each year. These teachers have no less than two formal observations during their evaluation year. During these observations, multiple instructional strategies that align to Common Core are observed. These include higher level questioning, accessing prior knowledge, using small collaborative group structures, graphic organizers, Google Classroom, Google Apps for Education, Acellus, Think-Pair-Share, and more. .At the onset of the 2020-21 school year, all teachers were teaching in distance learning because of state COVID health restrictions. Due to this situation, the principal observed several distance learning classrooms. The distance learning classroom provided high levels of engaging activities utilizing online academic applications based on the state common core standards.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The data from i-Ready progress monitoring and diagnostics is normally used to determine placement in math and reading intervention. COVID restriction prevented the use of typical intervention classes. However, when the students returned to in person learning on an A/B schedule, each class less than 15 students on the rosters. This structure provided strong intervention for students in all subjects. The district also utilizes the Renaissance Star Assessments, which gives reliable data to support an effective response to Intervention program and gives students accurate reading levels for independent reading. Teachers meet once a month in grade level groups and once a month in curricular groups to analyze assessment information and discuss teaching strategies. Teachers use the data for continuous plans for improvement in PLCs.

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

Ishi Hills staff meets together several times during the month in vertical and horizontal team meetings to discuss student levels in both curriculum and district based assessments. Data collected during these team meetings are used to modify instruction and place students into the appropriate daily interventions courses.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of permanent teachers are highly qualified. However, due to changing schedules during COVID restrictions, it was necessary to utilize several long-term and short-term teachers to cover content areas in order to keep students healthy and safe.

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

Oroville City Elementary School district adopted EMC's Mirrors and Windows as their ELA curriculum in the 17-18 school year. Teachers were trained in utilizing the program, however, the company was unable to providing further training in 2020-2021 school year to deepen their understanding of the components in the program. Due to school closures during the COVID-19, the professional development for EMC was also rescheduled for 2021-22. Furthermore, Math teachers have access to ongoing training for the CPM math curriculum when needed both online and in person.

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

Teachers will continue to work with their grade level teams identifying areas of need with their core subject areas. Also teachers will continue to work in their school cite vertical and horizontal teams, reviewing data and standards to improve student performance. Science adopted the TCI program and received some training. A system of virtual sessions for staff development using new online plafeforms necessary for online learning was created due to the state COVID restrictions.

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

The following programs received expert support for our teaching staff: CPM Math training, MTSS training through CAMTSS in conjunction with the BCOE, Restorative Practices implementation through Eventbrite with owner Kelvin Oliver, and PBIS and best classroom strategies was provided by Jessisca Swain-Bradway, PBIS professional development expert. All training will continue into the 2021-22 calendar year.

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

Ishi Hills teachers meet once a month to meet in grade level and department teams to discuss curriculum, intervention, school wide goals, and other student needs both in person and through Google Meets.

## Teaching and Learning

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

All classrooms are provided with the appropriate and recommended instructional materials needed for their curriculum. Special education teachers collaborate often with general education teachers to ensure program that encompasses all modifications and accommodations for IEP students.

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

All single subject classes meet the required instructional minutes given by the state of California for the grade level and content area.

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

We are currently working to create district assessments to help guide our yearly pacing. Teachers are currently using their district adopted pacing guides to guide lessons and instruction.

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

All students have access to the required state adopted textbooks in the core academic areas. The district adopted EMC for mathematics and Mirrors and Windows as the English Language Arts Curriculum in the 2017 school year. Teachers are constantly using these materials as well as other sources to create common core lessons. This year, the district adoption of the TCI science curriculum was fully implemented.

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

EMC provides additional resources for students that need additional support as well as English Language Learner support. CPM provides curriculum materials that use problem-based lessons, collaborative student study teams, and spaced practice items with course concepts.

## Opportunity and Equal Educational Access

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

The 2020-21 school year began with all students in distance learning. OCESD purchased a new program to support all content areas called Acellus. It is a self-paced program geared towards a student's targeted needs. Teachers support this program with small group interventions in Google Meetings. i-Ready also progresses alongside students as needed. i-Ready uses multiple strategies to educate students for each standard. Both programs document student performance and show student academic based needs, allowing teachers to utilize targeted mini lessons to support the domain with the greatest need. Once back in the classroom for in person learning, our math curriculum provided opportunity for students to work together alongside many other research based strategies. SSTs are scheduled monthly for underperforming students or student struggling with social emotional needs with a team of teachers, the check in and check out aide, the school counselor, and administration both virtually and in person. The SSTs address interventions, student observations, and modifications for academic or behavior success. This information is gathered to find the best solution for the student educational success. RSP and SDC classes are available to the students who qualify. In addition, we have after school tutoring and Butte County Office of Education's After School Program with an hour tutoring embedded. Saturday School was not offered due to COVID-19 restrictions.

### Evidence-based educational practices to raise student achievement

Teachers at Ishi Hills use multiple strategies and researched-based educational practices in their classrooms. Some of these techniques include but are not limited to: setting objectives; reinforcing effort/providing recognition; cooperative learning (Think, Pair, Share; Group Investigations; Jigsaws); cues, questions and advance organizers; summarizing and note taking. During distance learning, the students were provided the same opportunities through online applications and platforms to provide best practices.

## Parental Engagement

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

Ishi Hills Middle School works with a number of community partners to assist under-achieving students. The SST works consistently with the Boys and Girls Club, Axiom, African American Cultural Center, Strengthening Families, and the YMCA. We also partner with one of the neighboring churches to provide tutoring to our students. We provide curriculum aligned textbooks to the community so they can use our curriculum when working with the students. Many of these activities did not take place due to COVID-19 health restrictions.

### 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)

The Ishi Hills Community is involved with its stakeholders in a variety of settings. However, due to COVID-19 restrictions, many committees were put on standby.

Committees for the 2020-21:

School Site Council

District LCAP Advisory Committees

Technology Committee

Regular Staff Meetings

Department and grade level meetings

District-Wide Curriculum Council

District Supportive School Climate Committee

Opening Community Reopening Meetings

District Handbook Committee

District Committee Meetings

Parent Teacher Committee

## Funding

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

Categorical funding is used to provide support to under-performing students through research-based, targeted interventions based upon CAASPP and district assessments.

Fiscal support (EPC)

Categorical fiscal resources at the site level include the following:

Local Control Funding Formula (LCFF Base)  
Local Control Funding Formula (LCFF Supplemental)  
Title 1

## 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

Our School Site Council meets once a month to review student achievement, goals, and needs of our students. We have reviewed the our Ishi Dashboard to insure that our school site council is properly informed. Parents are trained annually on the role and responsibility of the School Site Council.

## Resource Inequities

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

Although we have seen recent improvement, parental engagement is an area of need at Ishi Hills Middle School. We continue to have a lack of parent volunteers and parent participation in the Parent Teacher Club due to the COVID-19 health restrictions. In 2021-22, Ishi Hills will work in conjunction with Stengthening Families, the African American Cultural Center, and the BCOE to provide parents with trainings and support in hopes to ensure student social emotional and academic success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	5.21%	4.23%	4.46%	17	14	15
African American	1.84%	2.72%	2.98%	6	9	10
Asian	2.76%	2.11%	1.49%	9	7	5
Filipino	%	%	0.3%			1
Hispanic/Latino	20.25%	20.54%	19.64%	66	68	66
Pacific Islander	0.61%	0.6%	0.6%	2	2	2
White	56.13%	54.68%	54.46%	183	181	183
Multiple/No Response	%	%	16.07%			0
<b>Total Enrollment</b>				326	331	336

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	109	115	112
Grade 7	115	100	113
Grade 8	102	116	111
<b>Total Enrollment</b>	326	331	336

### Conclusions based on this data:

1. Our largest student population shows white students at 54.68% and Hispanic of 20.54%.
2. The total enrollment of the school has increased by 5 student between the 2017-18 to 2018-19 school year. 6th grade increased the most by 6 students.
3. Over the past three years, Ishi Hills Middle school grew by 44 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	10	8	1.8%	3.0%	2.4%
Fluent English Proficient (FEP)	20	13	10	6.1%	3.9%	3.0%
Reclassified Fluent English Proficient (RFEP)	1	2	2	100.0%	33.3%	20.0%

### Conclusions based on this data:

1. Our data in regards to English Language Learners is non-applicable due to the number of students in this sub-group.
2. Due to the 2020-21 Distance Learning program being housed in the Ishi Hills data base, EL enrollment grew. However, many of the students' homeschool is Central. They will return to Central in the 2021-22 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	79	105	113	79	103	112	79	103	112	100	98.1	99.1
Grade 7	107	113	101	105	112	99	104	112	99	98.1	99.1	98
Grade 8	96	108	117	94	107	116	94	107	116	97.9	99.1	99.1
All Grades	282	326	331	278	322	327	277	322	327	98.6	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2479.	2465.	2493.	5.06	5.83	10.71	31.65	20.39	25.89	26.58	23.30	28.57	36.71	50.49	34.82
Grade 7	2482.	2491.	2490.	1.92	5.36	8.08	25.00	26.79	21.21	25.00	23.21	24.24	48.08	44.64	46.46
Grade 8	2490.	2513.	2503.	1.06	2.80	6.90	17.02	26.17	18.97	32.98	33.64	30.17	48.94	37.38	43.97
All Grades	N/A	N/A	N/A	2.53	4.66	8.56	24.19	24.53	22.02	28.16	26.71	27.83	45.13	44.10	41.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.66	13.59	16.22	45.57	31.07	46.85	41.77	55.34	36.94
Grade 7	9.62	15.18	14.14	44.23	39.29	34.34	46.15	45.54	51.52
Grade 8	6.38	7.48	14.66	44.68	42.99	42.24	48.94	49.53	43.10
All Grades	9.39	12.11	15.03	44.77	37.89	41.41	45.85	50.00	43.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.13	6.80	10.81	44.30	39.81	46.85	45.57	53.40	42.34
Grade 7	6.73	13.39	10.10	50.96	42.86	36.36	42.31	43.75	53.54
Grade 8	5.32	10.28	8.62	42.55	43.93	40.52	52.13	45.79	50.86
All Grades	7.22	10.25	9.82	46.21	42.24	41.41	46.57	47.52	48.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.52	7.77	19.82	53.16	56.31	59.46	25.32	35.92	20.72
Grade 7	2.88	5.36	7.07	51.92	57.14	61.62	45.19	37.50	31.31
Grade 8	4.26	4.67	6.90	71.28	67.29	59.48	24.47	28.04	33.62
All Grades	8.66	5.90	11.35	58.84	60.25	60.12	32.49	33.85	28.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.13	15.53	16.22	45.57	41.75	53.15	44.30	42.72	30.63
Grade 7	6.73	8.93	14.14	42.31	58.04	40.40	50.96	33.04	45.45
Grade 8	6.38	12.15	16.38	41.49	52.34	41.38	52.13	35.51	42.24
All Grades	7.58	12.11	15.64	42.96	50.93	45.09	49.46	36.96	39.26

**Conclusions based on this data:**

1. Overall, the percent of student above, at or near standards is 29.67, which is .48% growth from 2017-18.
2. The overall content areas of strengths are Listening at 71.47% and Research/Inquiry at 60.73% above, at or near standards combined.
3. The overall content areas of weakness is Writing at 56.44% above, at or near standards combined.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	79	105	113	79	103	113	79	103	113	100	98.1	100
Grade 7	107	113	100	106	112	99	105	112	99	99.1	99.1	99
Grade 8	96	108	117	94	107	116	94	107	116	97.9	99.1	99.1
All Grades	282	326	330	279	322	328	278	322	328	98.9	98.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2470.	2455.	2496.	10.13	8.74	15.93	13.92	5.83	16.81	26.58	29.13	25.66	49.37	56.31	41.59
Grade 7	2514.	2468.	2488.	9.52	7.14	10.10	20.00	14.29	9.09	39.05	25.89	28.28	31.43	52.68	52.53
Grade 8	2485.	2486.	2491.	2.13	7.48	5.17	17.02	11.21	12.93	26.60	28.04	21.55	54.26	53.27	60.34
All Grades	N/A	N/A	N/A	7.19	7.76	10.37	17.27	10.56	13.11	31.29	27.64	25.00	44.24	54.04	51.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.39	10.68	23.89	34.18	18.45	26.55	54.43	70.87	49.56
Grade 7	15.24	12.50	13.13	45.71	26.79	24.24	39.05	60.71	62.63
Grade 8	5.32	10.28	6.90	38.30	31.78	31.90	56.38	57.94	61.21
All Grades	10.79	11.18	14.63	39.93	25.78	27.74	49.28	63.04	57.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.66	6.80	11.50	34.18	26.21	43.36	53.16	66.99	45.13
Grade 7	8.57	8.93	12.12	51.43	41.07	40.40	40.00	50.00	47.47
Grade 8	1.06	8.41	6.90	39.36	39.25	40.52	59.57	52.34	52.59
All Grades	7.19	8.07	10.06	42.45	35.71	41.46	50.36	56.21	48.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.59	10.68	15.04	41.77	27.18	44.25	50.63	62.14	40.71
Grade 7	9.52	8.04	12.12	57.14	46.43	49.49	33.33	45.54	38.38
Grade 8	4.26	6.54	5.17	40.43	45.79	46.55	55.32	47.66	48.28
All Grades	7.19	8.39	10.67	47.12	40.06	46.65	45.68	51.55	42.68

**Conclusions based on this data:**

1. Overall, the percent of student above, at or near standards is 23.48, which is 5.15% growth from 2017-18.
2. The overall content areas of strength is Communicating Reasoning at 57.32% above, at or near standards combined.
3. The overall content areas of weakness is Concepts and Procedures at 42.37% standards combined.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	4
Grade 8		*		*		*		*
All Grades							*	7

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*	*	*	*	*		*	*	*
All Grades		*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*		*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

**Conclusions based on this data:**

1. Ishi Hills Middle School does not have a significant number of EL students to support data.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>331</b>	<b>76.1</b>	<b>3.0</b>	<b>1.8</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	3.0
Foster Youth	6	1.8
Homeless	18	5.4
Socioeconomically Disadvantaged	252	76.1
Students with Disabilities	58	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.7
American Indian	14	4.2
Asian	7	2.1
Hispanic	68	20.5
Two or More Races	50	15.1
Pacific Islander	2	0.6
White	181	54.7

### Conclusions based on this data:

1. According to the 2018-19 data on Data Quest, 76% of overall student population is Socioeconomically Disadvantaged with only 24% non-Socioeconomically Disadvantaged. That's a 2.8% decrease when compared to 2017-18.
2. In 2018-19, 18% of the total population were students with disabilities. That's an increase of 2% when compared to 2017-19.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="293 705 371 732">Yellow</p>		

### Conclusions based on this data:

1. Data shows that Ishi Hills MS has a high number chronically absent students at 28.3%, which is a decrease of 2.8% when compared to 2017-18.
2. Ishi Hills is currently in ATSI.
3. Current suspension rates are not available.

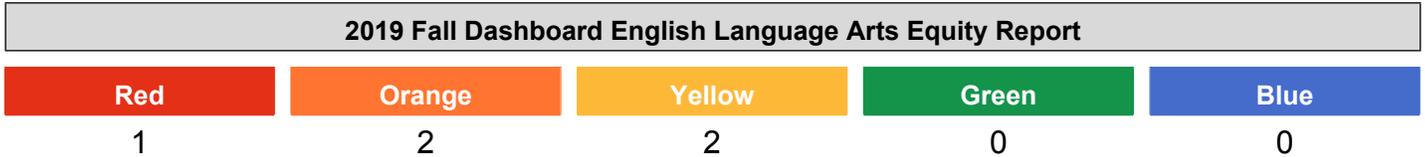
# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 52 points below standard Increased ++3.2 points 284	<p><b>English Learners</b></p>  No Performance Color 91.5 points below standard Maintained ++0.1 points 13	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 93.2 points below standard Increased ++3.6 points 15	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 64.4 points below standard Maintained -0.4 points 217	<p><b>Students with Disabilities</b></p>  Orange 128.3 points below standard Increased ++9.9 points 48

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 52.4 points below standard Declined Significantly -19.5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.3 points below standard Increased ++5 points 56	 Red 77 points below standard Maintained ++0.2 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 43 points below standard Increased ++5.5 points 156

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 7	Less than 11 Students - Data Not Displayed for Privacy 6	52.2 points below standard Maintained ++1.5 points 265

**Conclusions based on this data:**

- Our largest student group, socioeconomic students are currently 64.1 points below standard, and they have increased 9.7 points from the previous year.
- Our students of two or more races have increased their scores by 20.5 point.

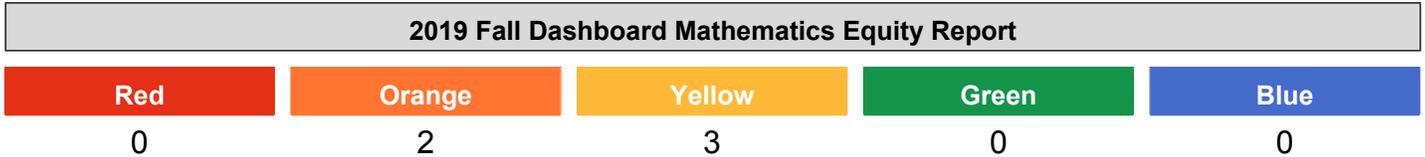
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 73.6 points below standard Increased Significantly ++16.6 points 286	<p><b>English Learners</b></p>  No Performance Color 130.7 points below standard Increased ++14.3 points 13	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 113.6 points below standard Increased Significantly ++36.4 points 16	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 85.8 points below standard Increased Significantly ++17.4 points 219	<p><b>Students with Disabilities</b></p>  Orange 173.1 points below standard Increased Significantly ++25.3 points 48

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 57.3 points below standard Declined -6.9 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 77.9 points below standard Increased Significantly ++36.8 points 56	 Orange 111 points below standard Increased ++11.6 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 64.6 points below standard Increased Significantly ++16 points 158

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 7	Less than 11 Students - Data Not Displayed for Privacy 6	73 points below standard Increased Significantly ++15.7 points 267

#### Conclusions based on this data:

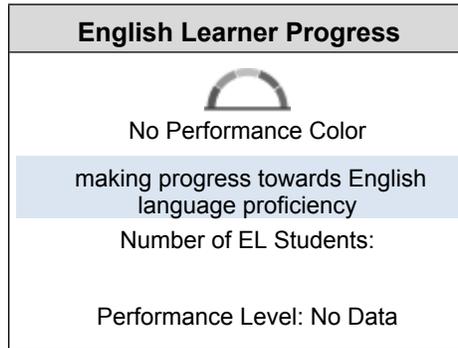
- All of our student subgroups declined in their math scores.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

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

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### Conclusions based on this data:

1. There is not a significant number of EL students to provide data.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

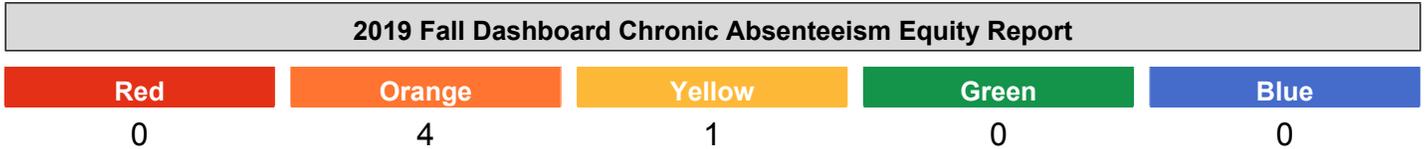
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>28.3</p> <p>Declined -2.8</p> <p>374</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>27.3</p> <p>11</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>45.5</p> <p>Increased +20.5</p> <p>11</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>32.1</p> <p>Declined -13.7</p> <p>28</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>30.9</p> <p>Declined Significantly -3.5</p> <p>288</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>34.3</p> <p>Declined -1.2</p> <p>67</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 11.8 Declined -21.6 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.2 Declined -0.8 78	 Orange 31.5 Declined -3.2 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 25.6 Declined -2.2 207

**Conclusions based on this data:**

- 2018-19 absenteeism is 28.3%, which is a decline of 2.8% from 2017-18.
- Hispanic percent chronically absent decrease .8, students with disabilities decreased 1.2%, and white decreased 2.2%.
- According to Aries Analytics on June 1, our overall absenteeism rate is 34.6%, creating an increase of 7.6% even though students were only distance learning, hybrid, or in person five days a week.

# School and Student Performance Data

## Academic Engagement Graduation Rate

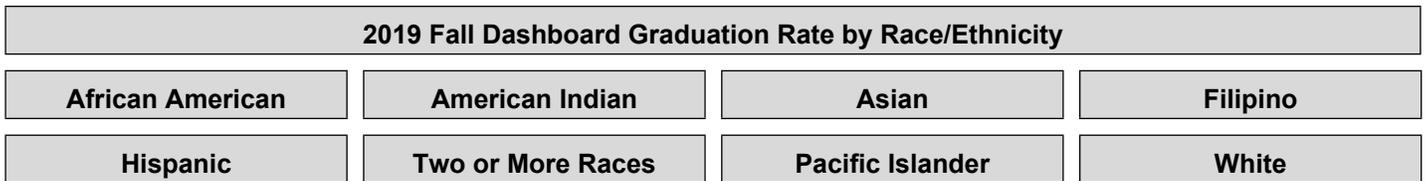
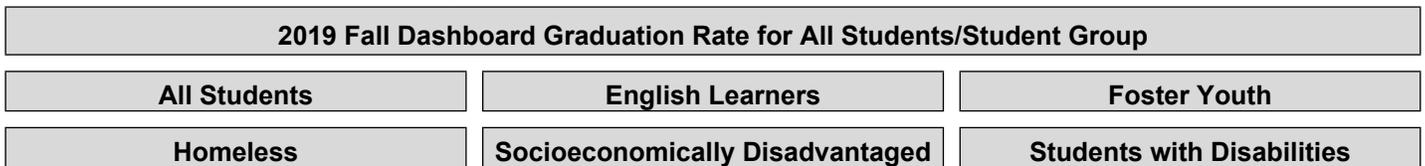
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

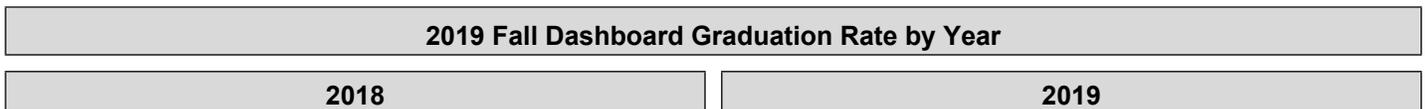
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

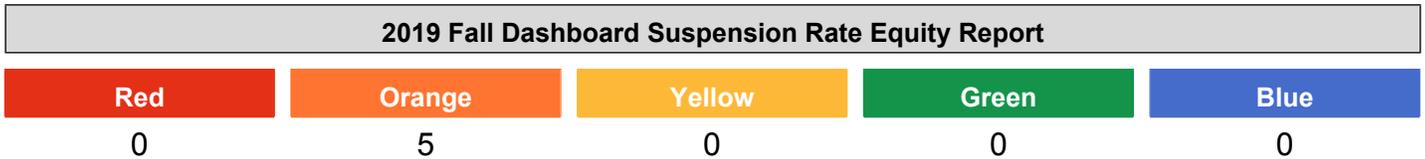
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 16.7 Declined -1.9 390	<p><b>English Learners</b></p>  No Performance Color 9.1 11	<p><b>Foster Youth</b></p>  No Performance Color 30.8 Increased +15.4 13
<p><b>Homeless</b></p>  No Performance Color 16.7 Increased +4.7 30	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 18.9 Declined -0.9 302	<p><b>Students with Disabilities</b></p>  Orange 22.2 Declined -19 72

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">15.8</span> Maintained 0 19	 No Performance Color Less than 11 Students - Data 7	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #d9e1f2; padding: 2px;">14.5</span> Declined -1.4 83	 Orange <span style="background-color: #d9e1f2; padding: 2px;">18.2</span> Declined -9.3 55	 No Performance Color Less than 11 Students - Data 2	 Orange <span style="background-color: #d9e1f2; padding: 2px;">16.7</span> Declined -1.3 215

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	18.6	16.7

**Conclusions based on this data:**

1. Data shows that students with disabilities have a higher rate of suspension than all other subgroups with 41.3 percent suspended at least one during the school year followed by students of two or more races at 27.5% . 2019-16% of total students were suspended once and 107 total suspensions.
2. Hispanic, students of two or more races as well as students of two or more races had suspension rates that declined from the previous year. Ishi Hills suspension rates are at a low performing level with 18.6 percent of our total student population having been suspended at least once, however this is a decrease of approximately 2% from the previous year.
3. In 2020-2021, the overall suspension rate was 9%. However, the three stifling structures of the school schedule created a climate that was not that of a typical year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2; The achievement gap will be lessened as student achievement increases among all students including foster youth, special education, socioeconomic disadvantaged, and all ethnic subgroups.

## Goal 1

The average of all student math performance scores will increase by 8 points with an emphasis in the student subgroups of: socioeconomically disadvantaged students, Hispanic students, students with disabilities and students of two or more races based on the 2018-19 SBAC scores.

## Identified Need

.After 2020-21 year of online learning, three schedule changes, and COVID restrictions with socializing on campus, students will needs extra support to mitigate pandemic-related learning loss in the area of mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP sores indicate that we are 77 points below standard	23.48 % of students scored at or above standard.	The average of student scores will increase by an average of 8 points, increasing to 31.48% of students meeting or exceeding the standard.

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Math teachers will purchase materials for student engagment and understanding of concepts using CPM. The materials willll be used to mitigate pandemic-related learning loss.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I Part A: Allocation

## Strategy/Activity 2

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

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

Low socio-economic students

**Strategy/Activity**

Student in will use ALEKS to improve their math skills in conjunction with iReady and CPM.

**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)

2000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 3**

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

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

Socioeconomically disadvantaged, students of two or more races and Hispanic students and white.

**Strategy/Activity**

Teacher salary to implement a tier 3 small group instruction for high risk students in an after school tutoring program focused on math skills. The time will be used to mitigate pandemic-related learning loss.

**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)

3000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 4**

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

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

All Student

**Strategy/Activity**

Provide a parent workshop in understanding and support students in Common Core Math standards to support parental involvement in academics.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

There are major discrepancies between the intended implementation and budgeted expenditures to implement the strategies to meet our goal. COVID-19 schedules changes and health and safety protocol greatly impacted the activities. iReady program was used to enhance learning 6th in only grade. 6th, 7th, and 8th used it for the diagnostic to track student needs and growth only due to the purchase of Acellu for the online learning, which also eliminated the need for the ALEKS application. Parent workshops in online learning applications became necessary and were offered in lieu of the mathematics workshop in the Fall. After school tutoring could not be held because of COVID regulations, however, there were classes offered through online platform, hybrid, and fully in person and were engaging and provided scaffolded supports for all students.

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

Due to COVID-19 health restrictions, funding allocations shifted to support student needs. The following activities had funding discrepancies:  
 Activity #1 funding was added due to the need to support student learning loss. We added 1,500 more for the purchase of math manipulatives.  
 Activity #3 funding decreased from 6000 to 3000 after the site schedule change in October. The funding was not going to cover the full year of in person learning as intended. The funding was not used due to COVID-19 restrictions. It was reallocated to Activity #2.  
 Activity #5 funding was changed because the support of the BCOE was going to cost more than 600.00. It was raised to 1000.00. However, the funding was not used due to COVID-19 restrictions.

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

The activities in Goal 1 will continue in the 2021-22 school year once student return to campus 100%. However, the site purchased math manipulative was added into 2020-21 budget because our math teachers needed additional math support for underachieving subgroups and will not be repurchased moving forward.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: The achievement gap will be lessened as student achievement increases among all students including foster youth, special education, socioeconomic disadvantaged, and all ethnic subgroups.

## Goal 2

All students including students with disabilities, Spanish speaking students, and students of two or more races will increase their overall average ELA scores by 15 points to significantly increase academic achievement.

## Identified Need

After 2020-21 year of online learning, three schedule changes, and COVID restrictions with socializing on campus, students will need extra support to mitigate pandemic-related learning loss in the area of reading comprehension,

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores indicate that Ishi Hills ELA scores are 53 points below standard a loss of 10 point from 2017-18.	29.67 of students scored at or above standard.	Students will increase their overall average scores by 15 point to significantly increase their scores.

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 5

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

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

All Students

### Strategy/Activity

Provide a parent workshop in understanding and support students in Common Core reading standards. This activity will support parental involvement in academics.

### 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)
1000	Title I Part A: Parent Involvement

## Strategy/Activity 6

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

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

Tier three students. Those students more than 3 grade levels below grade level proficiency.

Strategy/Activity

Read 180 will be utilized in 7th and 8th grades for student struggling several grade levels below in reading, which will be used to mitigate pandemic-related learning loss.

**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)

20,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Teacher salary to implement a tier 3 small group instruction for high risk students in an after school tutoring program focused on reading skills, which will support mitigate pandemic-related learning loss.

**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)

3000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

Utilize Accelerated Reader to increase student literacy

**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)

11,393

Source(s)

Title I Part A: Allocation

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

By using the Illuminate, teacher will be able to make data driven decisions.

### 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)

2,028

Source(s)

Title I Part A: Allocation

## Strategy/Activity 10

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

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

All students

### Strategy/Activity

Material to support student engagement for history and reading in person and online called Weekly Studies, which is an updated history supplement based on the state common core standards.

### 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)

1057

Source(s)

Title I Part A: Allocation

## Strategy/Activity 11

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

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

All Students

### Strategy/Activity

Update the library reading materials. Student will be reading books that are highly engaging and up to day to increase students' reading engagement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,000

Title I Part A: Allocation

**Strategy/Activity 12**

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

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

All students

Strategy/Activity

ELA teacher will purchase high interest books for their classroom libraries including books with authors of color to represent their classroom demographics to increase an interest in reading.

**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)  
3,900

Source(s)  
Title I Part A: Allocation

**Strategy/Activity 13**

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

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

All students

Strategy/Activity

We will continue to strengthen our tier 2 foundation support for all students by providing teacher extra duty time to align curriculum, including SEL

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)  
1,000

Source(s)  
Title I Part A: Allocation

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

There are major discrepancies between the intended implementation and budgeted expenditures to implement the strategies to meet our goal. COVID-19 schedules changes and health and safety

protocol greatly impacted the activities. The iReady program was used to enhance learning 6th in only grade. 6th, 7th, and 8th used it for the diagnostic to track student needs and growth only due to the purchase of Acellsu for the online learning. Parent workshops about online learning applications became necessary and were offered in lieu of the ELA workshop in the Fall. After school tutoring could not be held because of COVID regulations, however, there were classes offered through online platform, hybrid, and fully in person and were engaging and provided scaffolded supports for all students. The 8th grade ELA teacher was the only teacher to use AR for all 8th graders due to Acellus student access. Read 180 was no longer supported by the district through special education funding. With insufficient training due to COVID-19, Illuminate was not utilized by our teachers.

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

There are major discrepancies between the intended implementation and budgeted expenditures to implement the strategies to meet our goal. Due to COVID-19 health restrictions, funding allocations shifted to support student needs. The following activities had funding discrepancies:

Activity #2 funding was changed because the support of the BCOE was going to cost more than 600.00. It was raised to 1000.00. However, the funding was not used due to COVID-19 restrictions. Funding was added due to the need to support student learning loss.

Activity #3 funding was not supported by the district because of the purchase of Acellsu

Activity #4 funding decreased from 6000 to 3000 after the site schedule change in October. The funding was not going to cover the full year of in person learning as intended. The funding was not used due to COVID-19 restrictions. It was reallocated to Activity #10.

Activity #8 was added to support student engagement with reallocated funding from activities effected by COVID regulations.

Activities #9 and 10 were implemented with reallocated funding to support student engagement: First of all, the library is purchasing new and culturally relevant materials to engage all students in reading. ELA teachers are purchasing classroom libraries with new and culturally relevant materials to engage all students in reading. The 7th and 6th grade teachers both in person and online used Weekly Studies for the supplemental history materials became necessary for the fluctuation of the schedules from in person to online due to COVID regulations.

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

The activities in Goal 1 that could not be completed due to COVID-19 restrictions will continue in the 2021-22 school year once students return to campus 100%. However, the site purchased updated libraries in ELA classrooms and in the library were added into the 2020-21 budget because our students were in need of more engaging materials to read to increase their reading skills. The site may continue to purchase Weekly Studies for history until the district adopts a new curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 3- The District will improve student engagement, parent involvement, and school climate.

## Goal 3

As the student transition back into a normal year of education, many students will need social emotional supports as they acclimate to full day with full classes. The staff will continue to improve School Climate and Culture (Academic, Behavioral, and Attendance) and create a positive, safe, and nurturing school environment. Students with disabilities at Ishi Hills have a high rate of suspension the all subgroups.

## Identified Need

Through using our Positive Behavioral Intervention Program, Restorative Practices, and SEL classes we will encourage more students to attend school regularly and increase the school climate resulting in increased positive behaviors. Provide parents with multiple opportunities to engage in all aspects of school: academic, social, and enrichment programs and committees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California Dashboard indicates that our suspension rates declined by and our chronically absent students increased by 2.8% when compared to 2017-18.	The California Dashboard indicated that 18.6% of students were suspended at least once and 28.3% of students were chronically absent.	Suspension percentages will decline by at least 5% and our chronically absent will decline by 2.0%.

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Year three Positive Behavior Intervention System (PBIS) continued implementation in Tier one to promote school-wide expectations and motivation to increase time in class and time on task. Provide academic achievement awards. Incentives for behavior and academic achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I Part A: Allocation

### Strategy/Activity 2

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

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

All students

Strategy/Activity

Grade level academic excursions based on academic content with pre, mid, and post lessons

#### 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)

15,000

Source(s)

Title I Part A: Allocation

### Strategy/Activity 3

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

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

Students who need tier 2 supports geared to support our subgroups socio-economically disadvantaged, students with disabilities, ELs and foster youth an homeless.

Strategy/Activity

Ishi will purchase SWIS and CICO system through SWIS to track student progress through our referral system and check in and check out system managed by our instructional aide.

#### 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)

460

Source(s)

Title I Part A: Allocation

### Strategy/Activity 4

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

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

All students

Strategy/Activity

Science supplemental materials Increase student engagement and opportunities for updated technology in classroom and school activities.

#### 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)

30,000

Source(s)

Title I Part A: Allocation

### **Strategy/Activity 5**

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

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

All students

Strategy/Activity

Provide childcare services and supplies to support parent nights that include but are not limited to: Back To School Night, Open House, and School Site Council.

#### **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)

1000

Source(s)

Title I Part A: Parent Involvement

### **Strategy/Activity 6**

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

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

All students

Strategy/Activity

Enhance communication to parents by using Edulink in order to keep them informed about school and student activities.

#### **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)

541

Source(s)

Title I Part A: Parent Involvement

### **Strategy/Activity 7**

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

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

All students

Strategy/Activity

Restorative Justice and SEL professional development to support student behavior and social emotional support to improve academic achievement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6500

Source(s)

Title I Part A: Allocation

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

Ishi Hills uses a classified person as the title of the parent coordinator as a parent liaison

**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)

22,836

Source(s)

Title I Part A: Parent Involvement

**Strategy/Activity 9**

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

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

Tier 3 students in needs of behavior interventions and supports.

Strategy/Activity

Additional time for school psychologist to support student behavior assessments and needs.

**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)

8,787

Source(s)

Title I Part A: Allocation

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

Install a electronic marquee as a communication device for parents and students to know when academic meetings, events are scheduled, and to acknowledge student achievement.

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

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

Amount(s)

Source(s)

14,000

Title I Part A: Allocation

### **Strategy/Activity 11**

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

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

All students

Strategy/Activity

Social Emotional Learning classes and materials for three classrooms (6th grade and the 6, 7. and 8 grade resources/SDC rooms) For the 2021-22 school year, each teacher will teacher 7th and 8th SEL in the master schedule. This activity will support student social emotional stability as they return in the Fall to a normal, full schedule.

### **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)

1600

Title I Part A: Allocation

### **Strategy/Activity 12**

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

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

Student who need tier two supports: socioeconomically disadvantaged students.

Strategy/Activity

Ishi Hills employs an instructional aid to support check in and check out along with other behavioral strategies.

### **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)

35,804

Title I Part A: Allocation

### **Strategy/Activity 13**

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

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

All students

Strategy/Activity

Purchase materials for students to use during the school clubs for student engagement and social belonging for all students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,237

Source(s)

Title I Part A: Allocation

**Strategy/Activity 14**

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

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

All students

Strategy/Activity

Materials and electronics to support student engagement for elective class

**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)

12,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 15**

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

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

All studentns

Strategy/Activity

Printing Services and professional consulting servive

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

14,396

Source(s)

Title I Part A: Allocation

**Strategy/Activity 16**

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

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

All students

### Strategy/Activity

Copier service for communication with parents and supporting copies for teaching and learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,500

Source(s)

Title I Part A: Allocation

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Students participated in daily PBIS incentives, monthly recognition ceremonies, periodic academic rewards opportunities, and monthly access to a student store to redeem CSI tickets for achievement and academic success in person and in distance learning. The Check in and check out instructional aide met with 19 students on a regular basis even when the entire school was in distance learning. The parent liaison was only able to communicate parent events and involvement around committees, student celebrations, and the virtual open house through Facebook, twitter, school website, emails, and phone calls. The activities that did not get completed were student excursions, child care for parent in person events, and the use of the SWIS application for tracking behaviors and interventions due to COVID-19 conditions. Two activities were added to support student engagement. Both revolved around student electives and student clubs.

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

There are discrepancies between the intended implementation and budgeted expenditures to implement the strategies to meet our goal. Due to COVID - 19 and school closure and reopening with hybrid schedules and the full time. The cost of the personnel attached to activities increased due to increasing in annual salaries. The following budget expenditures noted difference in actuals: Activity #1 was allocated 3,000. The student incentives totaled 1973 because gift cards could not be purchased as some designed outlets. Activity #3 was not purchased because Ishi Hills was the designated school to pilot using Aeries data base for tracking student behavior and interventions. Activity #4 was allocated 30,000 but 21,412 because the items purchased offered discounts. Activity #7 was allocated 6,500 but the total cost for the training was 6,265 due to discounts

Activity #10 was allocated 14,000 but only 4,999 of title 1 funding could cover the construction of the sign and not in installation

Activity #11 was allocated 1,600 but the need for more SEL courses on the master schedule require more curriculum purchases. The total cost was 12,018

Activity #14 was allocated 12,000 but the ipads for the media class only cost 2,687 leaving funding to be spent on the elective classes 6,7, and 8 grades to be purchased in July 2021.

Daycare was not utilized for parent events nor was offered. No teachers utilized Illuminate to make data based decisions. The teachers were also unable to take the students on academic excursions due to COVID-19, and a decision was made to use the funding for instructional practice training around distance learning and in person A/B schedules. The CSI ticket system was revamped and is now on line for all students to access the incentives available to them. Teachers utilized Aeries more to track student interventions instead of discipline.

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.

Many activities that were effected by COVID-19 restrictions will continue in 2021-22 pending students fully return to campus %100. Teachers need further training to utilize Illuminate with fidelity during PLCs. The school will continue with a virtual student store and will require funding. The parent liaison position will help organize a system in tier 2 and 3 with support of this role to connect parents to needed county services through our SST system. If there are enough funds in 2020-21, the SSC will look at extending the support aide position by one hour in 2021-2022, so the aide can work with much need peer groups to support social emotional student needs. SSC also look into adding in a four hour clerical positions to support data input and collection around student behavior and interventions. Seven teachers will be trained online for SEL classes, and Restorative Justice year two implementation will continue.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other
-------

### 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)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$247, 692
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,039.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$206,662.00
Title I Part A: Parent Involvement	\$26,377.00

Subtotal of additional federal funds included for this school: \$233,039.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$233,039.00

# 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
Renee Henderson	Principal
Kayla Mckeehan	Other School Staff
Ron Hotmer	Classroom Teacher
Loretta Willman	Classroom Teacher
Laura Filbeck	Classroom Teacher
Tiffany Ford	Parent or Community Member
April Garcia	Parent or Community Member
David Tamori	Parent or Community Member
Jennifer Villeilleaux	Parent or Community Member
Chellis Lewis	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

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

Attested:

Principal, Renee Henderson on

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

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

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

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

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

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

Developed by the California Department of Education, January 2019