

School Year: **2023-24**

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
Durham Elementary School	04614326003115	May 17, 2023	June 28, 2023

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

The school staff works with community educational partners to provide timely information intended to increase family and community involvement, particularly among those who represent the most at-risk students, (Second Language Learners and Economically Disadvantaged). Based on the input received from the educational partners, a needs assessment was conducted and actions/strategies have been implemented.

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.

Educational partners who reflect the demographic composition of the school, including those who represent the most at-risk students, (Second Language Learners and Economically Disadvantaged) are included in gathering information and in helping to make decisions to better meet the needs of our students. School Site Council, District English Language Advisory Committee (DELAC), The Parent/Teacher/Student (PTS) and other 1:1 discussion were instrumental in the development and monitoring of the Title I school wide plan.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents were provided an opportunity to give input at the following: District English Language Advisory Committee (DELAC) member were presented the LCAP goals in draft form to gather additional input for the needs of second language learners. Parent members from each school site (Elementary, Middle, and High School) gave input during the LCAP meeting that included brainstorming ways to improve instruction and programs for our second language learners. Teachers were provided an overview of the LCAP goals during a staff meeting to gather their input for suggested additions, deletions and revisions. The Parent/Teacher/Student (PTS) was presented the LCAP goals and actions during a meeting and the site administrator gathered additional input from parents in attendance. The results from our educational partners was to maintain Reading Discovery, include parent information nights to help their children academically at home, focus on English Language Development, training staff, and the need to continue and strengthen interventions to close identified achievement gaps.

Classroom Observations

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

Each classroom teacher is observed in the classroom on a regular basis with feedback provided to each teacher on strengths (glows) and areas of challenge (grows). Teachers are placed on two different types of evaluations that include formal observations for Probationary 1 and 2 teachers and those permanent employees on a full evaluation cycle, with the remaining teachers creating, implementing and reflecting on a self-selected growth goal. Overall, all teachers use CA Content Standards to plan and deliver instruction. Due to an increase in the achievement gap as a result of COVID and more challenging student behaviors, there has been a great emphasis on implementing direct instruction, UDL strategies, and effective small group instruction and interventions in the classroom.

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)

Results from state assessments (CAASPP) as well as local assessments from Illuminate, STAR, Accelerated Reading, Benchmark Assessment System (BAS), the Basic Phonics Skills Test, and other teacher made assessments are analyzed. Based on the analysis, teachers design next instructional steps, form flexible small groups, and plan curriculum to close the achievement gaps for identified students. (There is definite achievement gap between our White and EL and Socioeconomically disadvantaged subgroups population, who score below the white subgroup.)

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

Data is analyzed during grade level collaboration and staff meetings to monitor student progress and to guide next instructional steps. Teachers use content standards checklists to monitor mastery of skills. Formative assessment is gathered daily during Direct Instruction (Highly Structured Practice and during Peer Collaboration, in order for teachers to receive immediate feedback on instruction). Thus, the teachers are able to modify instruction in the moment to make effective changes. A school wide data collection sheet is in the shared drive (baseline, Trimester 1, 2, and 3).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

92% of the staff is highly qualified.

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

100% of the staff has been provided professional development training on CA Content Standards, Explicit Direct Instruction, UDL strategies, Effective Small Group Implementation, and Wonders ELA/ELD curriculum.

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

Staff development strategically focuses on vertical alignment of grade levels, content standards mastery levels, with an emphasis on data analysis to determine next steps. Effective use of instructional time, Direct Instruction Framework, and design of instructional, visual and interactive slide decks are a part of ongoing collaboration and development of lessons.

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

The site administrator meets weekly with any staff member who wants to reflect on content standards and lesson design. Colleagues meet weekly during grade level collaboration. The Reading Specialist meets with all staff wanting to obtain more information on assessments and lesson design.

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

Teachers collaborate weekly on Monday.

Teaching and Learning

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

All lessons are planned and delivered using focused learning objectives aligned to content standards. Planning begins with standards, available curriculum, and teacher collected supplemental materials

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

The required 300 minutes in a 5 day period are followed for mathematics and English Language Arts instruction.

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

Each grade level has developed a pacing guide to ensure sufficient time is allocated for core subject areas and for interventions when needed.

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

100% of students have access to appropriate instructional materials.

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

The State Board of Education (SBE) recommendations are used when adopting a new curriculum. Additionally, the district implements a timeline for adoption that includes involvement of educational partners, review of curriculum, including a rubric scoring process, prior to recommending an adoption to the governing board.

Opportunity and Equal Educational Access

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

Small group instruction, leveled Reading Discovery intervention time, as well as 1:1 support is provided to underperforming students.

Evidence-based educational practices to raise student achievement

Based on data analysis of both state and local assessments, a root cause and analysis is conducted to determine next steps to improve achievement. Areas of focus for using evidence-based practices to raise achievement include the following five components. The first practice is to identify and create effective learning objectives to support student learning. The second strategy focus centered on effective modeling by the teacher as they presented a clear and concise demonstration of the skill, strategy or content to be taught. The third strategy is to ensure checking for understanding is completed frequently throughout the lesson. The fourth strategy focuses on providing practice time with the teacher guiding the students in highly structured practice, and the final strategy is to assess students to ensure the objective was met. Based on the findings, students are placed in flexible, leveled groups to access instruction at their current level of performance.

Parental Engagement

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

Parents are offered information at the beginning of the year during Parent Interview and Back to School Night. Throughout the year parents and teachers hold parent teacher conferences. During the months of November and March, formal Parent/Teacher conferences are held to inform parents of progress. If a child is in need of intervention, a Student Study Team meets to design a Tier 2 support. School Site Council, District English Language Advisory Committee (DELAC) and Parent, Teacher, Student (PTS) meetings are held on a regular basis to keep parents informed.

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)

During School Site Council and District Language Advisory Committee parents are asked to participate in the planning, implementation, and evaluation of the school programs.

Funding

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

Title 1

Fiscal support (EPC)

LCAP

Educational Partner 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

The School Plan for Student Achievement (SPSA) is updated annually with input from multiple educational partners. The principal gathers data to discuss and inform individuals for each required section of the plan. Staff and the School Site Council (SSC) review the written sections, including goals, actions, and expenditures and provide their input. The plan is brought to the District English Language Advisory Committee (DELAC). All input is considered with additions, revisions, or deletions incorporated into the document. When needed, additional information or clarifications are requested and the principal brings back further information to a follow-up meeting. When both staff and SSC members are in agreement with the written plan, the SSC will vote to approve the plans goals. Following approval from School Site Council, the principal submits the SPSA to the Durham Board for final approval.

Resource Inequities

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

There is a need to review the district budget to determine if a reallocation of funds is fiscally possible to further support EL and Socioeconomic subgroups, and students who are performing below grade level.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	1.82%	1.08%	3	8	5
African American	%	%	0.22%		0	1
Asian	0.7%	0.46%	0.43%	3	2	2
Filipino	%	%	0%		0	0
Hispanic/Latino	22.0%	22.32%	21.26%	98	98	98
Pacific Islander	%	%	0%		0	0
White	71.5%	70.62%	72.02%	318	310	332
Multiple/No Response	5.2%	4.33%	3.9%	23	19	18
Total Enrollment				445	439	461

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	82	83
Grade 1	59	78	75
Grade 2	67	63	83
Grade 3	79	74	67
Grade 4	71	79	76
Grade 5	81	63	77
Total Enrollment	445	439	461

Conclusions based on this data:

1. Durham Elementary has consistently reported similar sub-group percentages year to year, with a slight increase in the Hispanic population and a slight decrease in the White population.
2. Durham Elementary enrollment remains fairly consistent year to year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	43	35	9.9%	9.8%	7.6%
Fluent English Proficient (FEP)	19	18	19	4.3%	4.1%	4.1%
Reclassified Fluent English Proficient (RFEP)	0		3	0.0%		0.7%

Conclusions based on this data:

1. Durham Elementary has seen a slight decrease of English Language Learners enrolled from last year to the current year.
2. There is a slight increase in students who qualified for reclassification.
3. The number of students who take the initial test and become Fluent English Proficient (FEP) has remained fairly consistent over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	74		77	72		77	72		100.0	97.3	
Grade 4	68	80		67	78		67	78		98.5	97.5	
Grade 5	76	62		72	62		72	62		94.7	100.0	
All Grades	221	216		216	212		216	212		97.7	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2413.		20.78	22.22		32.47	20.83		28.57	23.61		18.18	33.33	
Grade 4	2437.	2459.		17.91	19.23		23.88	28.21		17.91	23.08		40.30	29.49	
Grade 5	2515.	2486.		27.78	19.35		29.17	24.19		26.39	24.19		16.67	32.26	
All Grades	N/A	N/A	N/A	22.22	20.28		28.70	24.53		24.54	23.58		24.54	31.60	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3	20.78	22.22		61.04	52.78		18.18	25.00				
Grade 4	17.91	20.51		56.72	64.10		25.37	15.38				
Grade 5	18.06	19.35		68.06	62.90		13.89	17.74				
All Grades	18.98	20.75		62.04	59.91		18.98	19.34				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.99	9.72		62.34	52.78		24.68	37.50	
Grade 4	4.48	7.69		59.70	64.10		35.82	28.21	
Grade 5	23.61	14.52		54.17	56.45		22.22	29.03	
All Grades	13.89	10.38		58.80	58.02		27.31	31.60	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.29	15.28		71.43	75.00		14.29	9.72	
Grade 4	4.48	20.51		77.61	61.54		17.91	17.95	
Grade 5	13.89	16.13		77.78	69.35		8.33	14.52	
All Grades	11.11	17.45		75.46	68.40		13.43	14.15	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23.38	8.33		67.53	66.67		9.09	25.00	
Grade 4	13.43	16.67		74.63	69.23		11.94	14.10	
Grade 5	15.28	17.74		72.22	62.90		12.50	19.35	
All Grades	17.59	14.15		71.30	66.51		11.11	19.34	

Conclusions based on this data:

1. When looking at all students in grades 3-5, the average score for students who met or exceed standards over the last 2 years has remained fairly consistent.
2. When looking at all students for reading, the average score for the last three years is 60%.
3. The number of students who did not meet standards has remained fairly consistent.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	74		77	71		77	71		100.0	95.9	
Grade 4	68	80		67	78		67	78		98.5	97.5	
Grade 5	76	61		72	61		72	61		94.7	100.0	
All Grades	221	215		216	210		216	210		97.7	97.7	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2449.	2420.		25.97	12.68		33.77	32.39		24.68	23.94		15.58	30.99	
Grade 4	2434.	2465.		7.46	16.67		22.39	20.51		28.36	43.59		41.79	19.23	
Grade 5	2505.	2479.		18.06	11.48		25.00	19.67		33.33	29.51		23.61	39.34	
All Grades	N/A	N/A	N/A	17.59	13.81		27.31	24.29		28.70	32.86		26.39	29.05	

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3	23.38	15.49		63.64	56.34		12.99	28.17				
Grade 4	11.94	20.51		40.30	50.00		47.76	29.49				
Grade 5	19.44	8.20		50.00	47.54		30.56	44.26				
All Grades	18.52	15.24		51.85	51.43		29.63	33.33				

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	21.13		55.84	54.93		15.58	23.94	
Grade 4	8.96	20.51		55.22	56.41		35.82	23.08	
Grade 5	13.89	16.39		66.67	57.38		19.44	26.23	
All Grades	17.59	19.52		59.26	56.19		23.15	24.29	

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.27	14.08		57.14	67.61		15.58	18.31	
Grade 4	5.97	19.23		56.72	57.69		37.31	23.08	
Grade 5	18.06	8.20		72.22	63.93		9.72	27.87	
All Grades	17.59	14.29		62.04	62.86		20.37	22.86	

Conclusions based on this data:

1.
2.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1430.6	*		1453.8	*		1376.4	*		12	5	
1	*	1473.3		*	1499.4		*	1446.6		5	12	
2	*	*		*	*		*	*		5	5	
3	*	*		*	*		*	*		7	4	
4	*	*		*	*		*	*		9	7	
5	*	*		*	*		*	*		5	7	
All Grades										43	40	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*		41.67	*		33.33	*		8.33	*		12	*	
1	*	8.33		*	75.00		*	16.67		*	0.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.60	20.00		39.53	47.50		37.21	27.50		4.65	5.00		43	40	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*		41.67	*		16.67	*		8.33	*		12	*	
1	*	75.00		*	16.67		*	8.33		*	0.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	51.16	50.00		39.53	42.50		4.65	5.00		4.65	2.50		43	40	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*		16.67	*		50.00	*		25.00	*		12	*	
1	*	8.33		*	16.67		*	66.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.30	12.50		11.63	17.50		46.51	47.50		32.56	22.50		43	40	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*		66.67	*		0.00	*		12	*	
1	*	75.00		*	25.00		*	0.00		*	12	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	46.51	45.00		48.84	50.00		4.65	5.00		43	40	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*		66.67	*		16.67	*		12	*	
1	*	50.00		*	41.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	55.81	62.50		37.21	30.00		6.98	7.50		43	40	

**Reading Domain
Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		91.67	*		8.33	*		12	*	
1	*	16.67		*	66.67		*	16.67		*	12	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	9.30	15.00		60.47	55.00		30.23	30.00		43	40	

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	*		33.33	*		41.67	*		12	*	
1	*	0.00		*	91.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	6.98	15.00		65.12	72.50		27.91	12.50		43	40	

Conclusions based on this data:

1. Students score at higher proficiency levels in listening, speaking and language.
2. Students tend to have a lower score in the area of writing and reading.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	42.8	9.8	0.5
Total Number of Students enrolled in Durham Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	9.8
Foster Youth	2	0.5
Homeless	27	6.2
Socioeconomically Disadvantaged	188	42.8
Students with Disabilities	61	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	8	1.8
Asian	2	0.5
Filipino		
Hispanic	98	22.3
Two or More Races	19	4.3
Pacific Islander		
White	310	70.6

Conclusions based on this data:

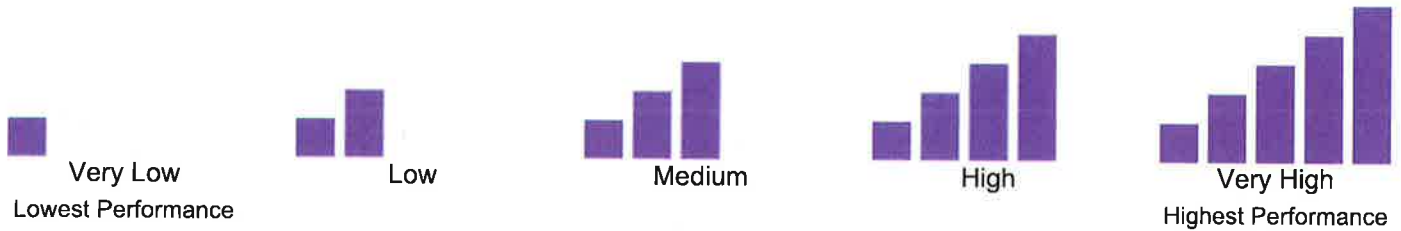
1. There is a significant amount of students identified as socioeconomically disadvantaged.
2. When compared to all students, our English Learner sub-group is relatively small.
3. The diversity within the student population is minimal.

School and Student Performance Data

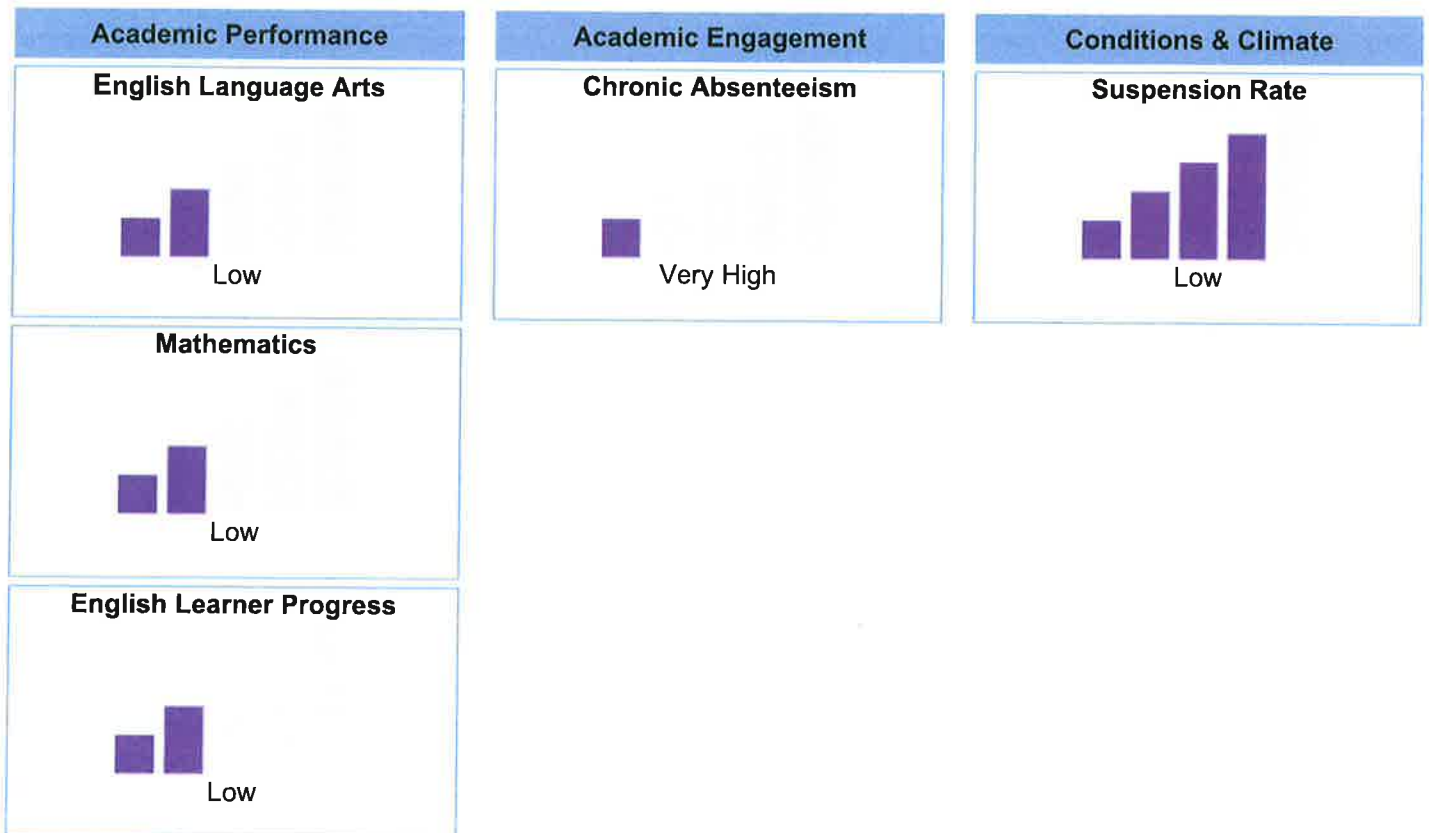
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

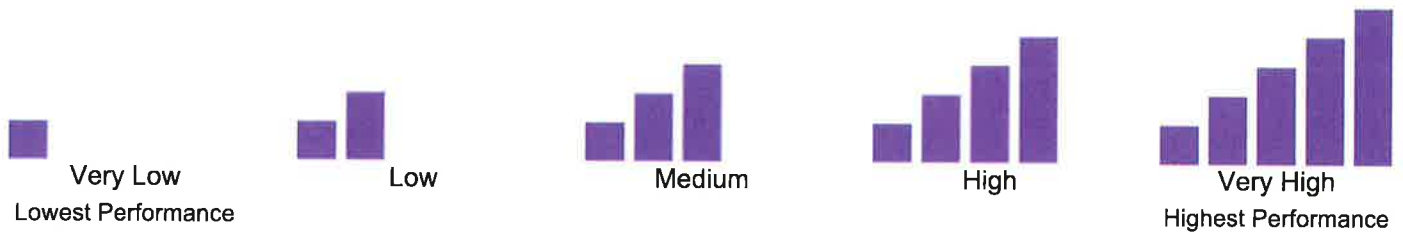
1. There is a need to increase both English Language Arts and Mathematics proficiency levels for students.

School and Student Performance Data

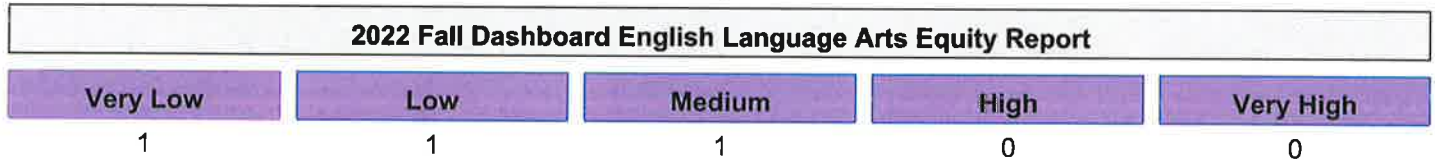
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <div style="text-align: center;"> <p>Low 12.4 points below standard 203 Students</p> </div>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">No Performance Level 106.8 points below standard 21 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">No Performance Level 0 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">No Performance Level 8 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;"> <p>Low 36.1 points below standard 88 Students</p> </div>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;">No Performance Level 81.9 points below standard 29 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level 5 Students		
Hispanic	Two or More Races	Pacific Islander	White
 Very Low 75.2 points below standard 42 Students	No Performance Level 9 Students		 Medium 5.4 points above standard 148 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.3 points below standard 17 Students	4 Students	2.1 points below standard 180 Students

Conclusions based on this data:

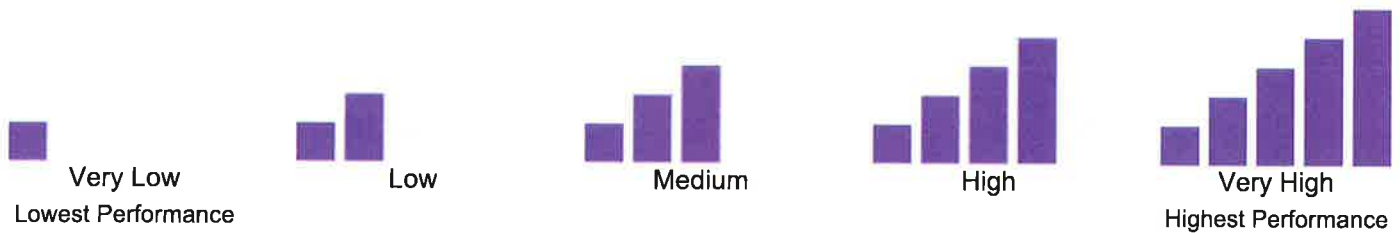
- Students identified with economically disadvantages score significantly below other sub-groups..
- English Language Learners perform significantly below standard.

School and Student Performance Data

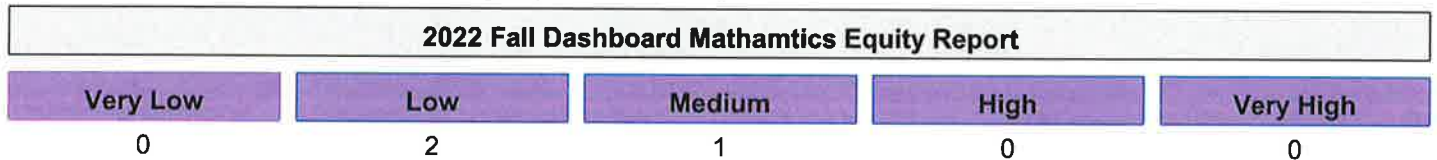
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Low 25.3 points below standard 202 Students</p>	<p>English Learners</p> <p>No Performance Level 110.7 points below standard 21 Students</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Level 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 48.7 points below standard 88 Students</p>	<p>Students with Disabilities</p> <p>No Performance Level 99.2 points below standard 29 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level 5 Students		
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 69.5 points below standard 42 Students</p>	No Performance Level 9 Students		 <p>Medium 11.5 points below standard 147 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.0 points below standard 17 Students	4 Students	15.2 points below standard 179 Students

Conclusions based on this data:

1. There was a significant decline in the overall math performance score for our EL students and socioeconomically disadvantaged students.

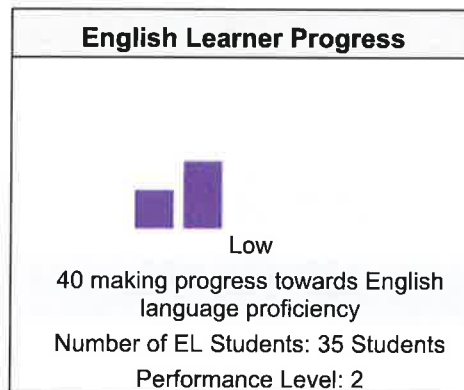
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
31.4%	28.6%	8.6%	31.4%

Conclusions based on this data:

- 31.4% of our EL students decreased by one level.
- 31.4% of our EL students are making adequate progress.
- There is a need to develop strategic and focused ELD instructional strategies that will increase the 37.2% of EL students understanding of English language.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

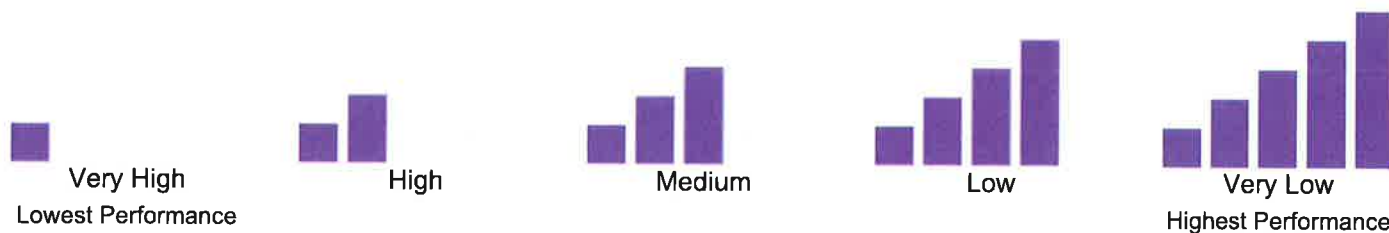
1. N/A for Elementary

School and Student Performance Data

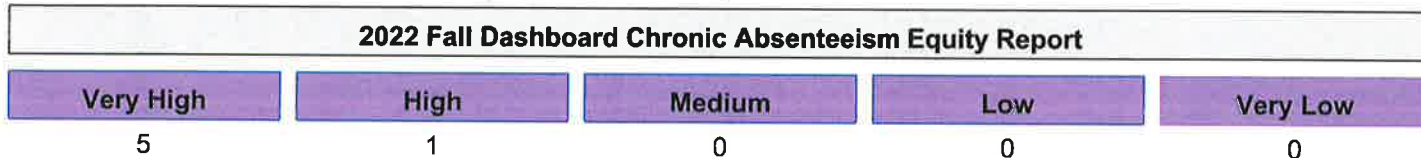
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Very High 21.9% Chronically Absent 456 Students</p>	<p>English Learners</p> <p>Very High 46.7% Chronically Absent 45 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>Very High 30% Chronically Absent 30 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Very High 32.2% Chronically Absent 199 Students</p>	<p>Students with Disabilities</p> <p>Very High 40.8% Chronically Absent 71 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p>	<p align="center">American Indian</p> <p align="center">No Performance Level Less than 11 Students 8 Students</p>	<p align="center">Asian</p> <p align="center">No Performance Level Less than 11 Students 2 Students</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p>  <p align="center">Very High 34.3% Chronically Absent 102 Students</p>	<p align="center">Two or More Races</p> <p align="center">No Performance Level 31.8% Chronically Absent 22 Students</p>	<p align="center">Pacific Islander</p>	 <p align="center">High 17.1% Chronically Absent 322 Students</p>

Conclusions based on this data:

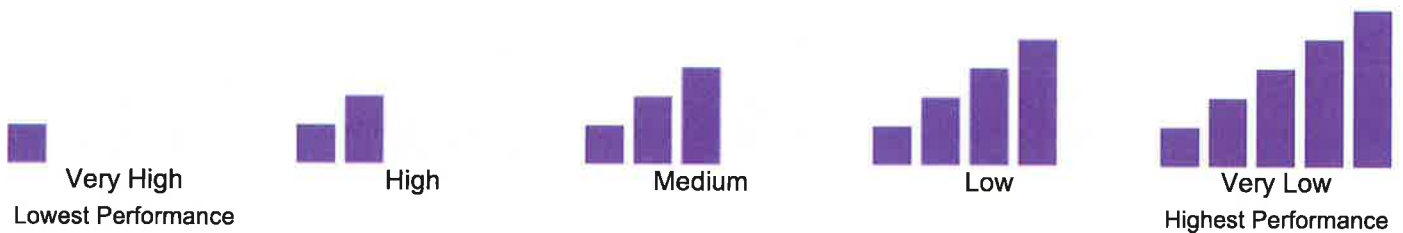
1. The chronic absenteeism rate significantly increased.
2. There is a need to educate parents on the importance of school attendance and its direct correlation to student achievement.

School and Student Performance Data

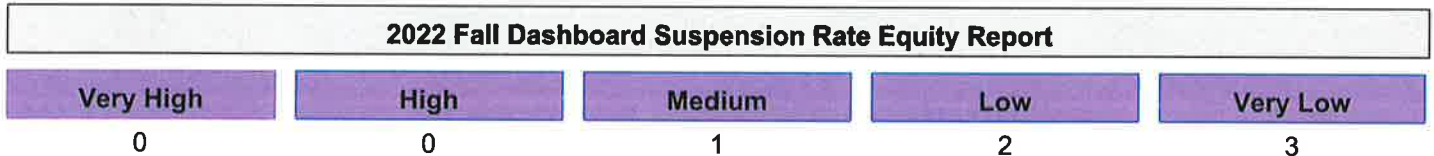
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

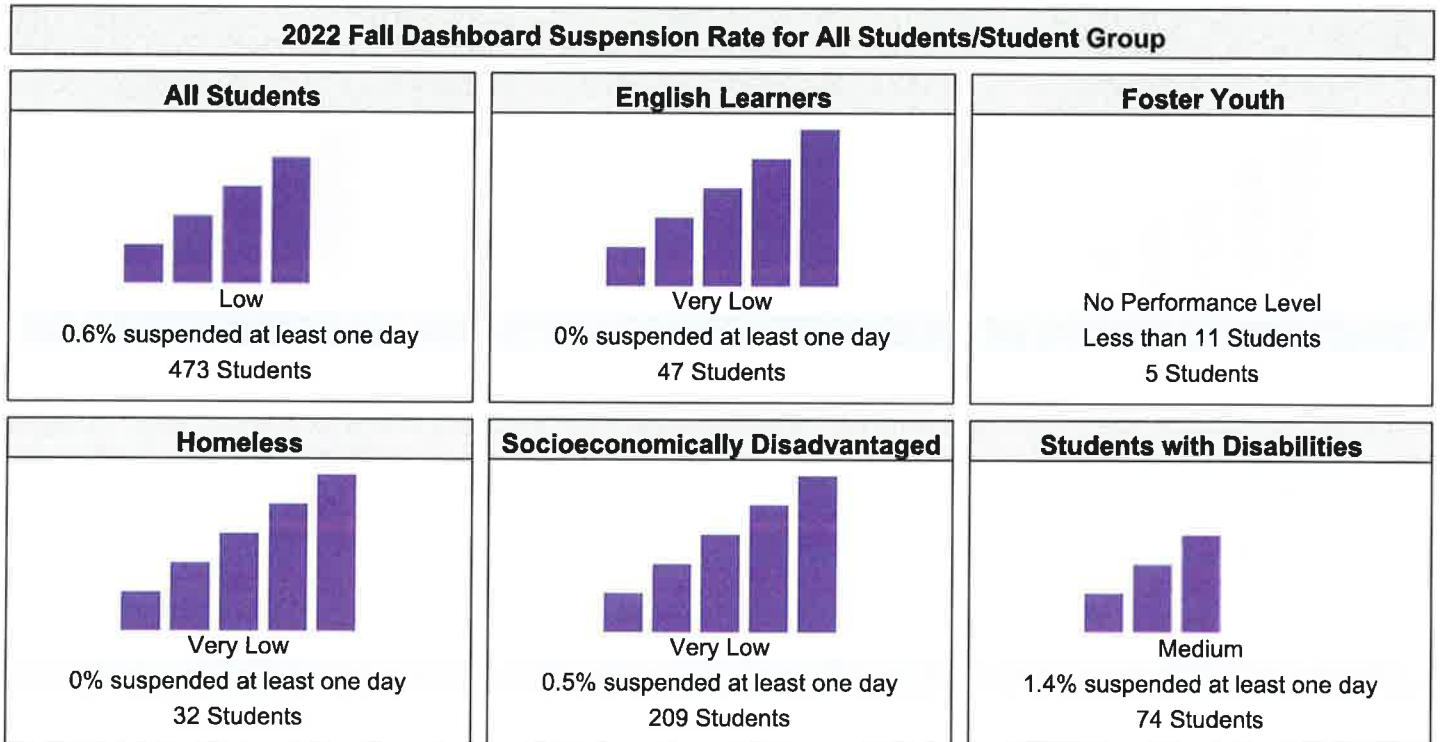
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	<p align="center">No Performance Level Less than 11 Students 8 Students</p>	<p align="center">No Performance Level Less than 11 Students 3 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Low 1% suspended at least one day 104 Students</p>	<p align="center">No Performance Level 0% suspended at least one day 25 Students</p>		 <p align="center">Low 0.6% suspended at least one day 333 Students</p>

Conclusions based on this data:

1. There were zero suspensions in the 2019-20 and 2020-21 school years.
2. There were 4 suspensions (3 different students) in the 2021-22 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 1

By August 30, 2023 all students in grades 3-5 will have attained 50% or better when combining standards met and exceeded as measured by the CAASPP ELA performance standards.
By June 1, 2024 60% or more of students in grades K-5 will have met grade level standards in reading based on local grade level assessment scores.

Identified Need

There is a need to continue to increase the percentage of students who met or exceed standards on the CAASPP and/or local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP for grades 3rd-5th	44.81%	50.00%
Kinder BPST/BAS/Lexia	Tri. 2 K Proficiency: BPST: 95%, BAS at Level C: 73%, LEXIA 98%	BPST: 95% BAS at Level C: 70% LEXIA: 98%
First Grade BPST/BAS/Lexia	Tri. 2 1st Proficiency: BPST: 63%, BAS: 61%, LEXIA 96%	BPST: 70% , BAS at Level I: 55%, LEXIA: 96%
Second Grade BPST/BAS and STAR Literacy/Lexia	Tri. 2 2nd Proficiency BPST: 76%, BAS at Level M 52%, STAR: 36%, LEXIA 79%	Proficiency: BPST: 85% , BAS at Level M: 58% STAR: 40% LEXIA: 85%
Third Grade BPST, STAR Literacy/Lexia	Tri. 2 3rd Proficiency: BPST: 76%, STAR: 52%, LEXIA 73%	BPST: 80%, STAR: 60%, LEXIA: 75%
Fourth Grade STAR/Lexia	Tri. 2 4th Proficiency: STAR: 47% LEXIA: 75%	STAR: 50% LEXIA: 80%
Fifth Grade STAR/Lexia.	Tri. 2 5th Proficiency: STAR: 46%, LEXIA: 56%	STAR: 50%. LEXIA: 60%
EL Subgroup CAASPP	Baseline EL Proficiency: 0% CAASPP	EL Subgroup CAASPP: 10%

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

On going professional development and collaboration will focus on developing aligned standards based units of instruction to better meet the needs of students within the classroom. ELA and ELD standards will be used to ensure ALL students are receiving targeted skills instruction. The Reading Discovery small group program will focus on specific skills students need to close the achievement gap or to challenge students on grade level to expose students to differentiated instruction. During collaborative meetings data will be reviewed, analyzed and utilized to inform next instructional steps.

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)
52,716.28	Title I 1000-1999: Certificated Personnel Salaries Small group instruction is provided at student's individual reading level to improve reading skills, including fluency, comprehension, and phonemic awareness.
	None Specified None Specified Small group instruction is provided at student's individual reading level to improve reading skills, including fluency, comprehension, and phonemic awareness.
	None Specified None Specified Leveled reading books for small group instruction
	None Specified None Specified Assessment materials

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

To monitor progress and plan instruction, school wide assessments will be administered 4 times throughout the year (Baseline, Trimesters 1, 2, and 3). The results will be analyzed to guide next steps in instruction and plan flexible, differentiated Reading Discovery groups based on the outcomes of the assessments. Title I personnel and classroom teachers will continue to provide targeted instruction within these fluid groups. (Funding sources are the same as Strategy/Activity 1).

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: 2022-23

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.

CAASP assessments were not given during the 2019-20 year. During the 2020-21 school year students were at home for distance learning until October, returned to school 2 days a week in a hybrid model until March, and then returned fully with masks and social distancing. Classes were kept separate with desk shields in place and we were unable to allow our Reading Discovery classes to resume. These models of instruction hindered students academic progress as well as their social/emotional well being. During the 2021-22 school year school some restrictions were still in place, however we were able to have students attend reading class. During the 2022-23 school year, both intervention and ELD classes were added to help close the achievement gap.

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 were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

The goal percentage increased as we continue to focus on student instruction and assessments to guide, monitor and differentiate instruction based on student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 2

By August 30, 2023 all students in grades 3-5 will have attained 45% or better when combining standards met and exceeded as measured by the CAASPP Math performance standards.

Identified Need

There is a need to continue to increase the percentage of students who met or exceed standards on the Math CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP All Student	38.10%	45%
CAASPP EL Sub Group	5.56%	10%

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

Teachers engage in collaborative discussions and attend staff development to better plan instructional lesson for whole class learning activities that use adopted math curriculum and supplemental materials. Vertical alignment groups meet to discuss standards between grade levels.

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)

3,306.52

General Fund
4000-4999: Books And Supplies
Educational supports for math materials to include manipulatives, supplemental resources for whole and small group instruction.

342.72

None Specified
5000-5999: Services And Other Operating Expenditures
Everyday Math Online

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

The combination of district adopted and supplemental instructional slides, including, but not limited to videos, interactive activities, math talks, and student practice work mats are designed to present content standards to increase student understanding and mastery of the skills and concepts being presented. This allows students to learn in multi-modalities.

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)

District Funded

License fees Northwest Evaluation Systems

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Teachers collaborated during grade level and vertical alignment meetings to discuss, plan, and share content standard lessons. Google Slides were developed across the grade levels to provide students with video, visuals, and interactive activities for students to learn in multi-modalities. The staff continues to review district adopted Everyday Mathematics to align curriculum.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the srategies/activities to meet the articulated goal.

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

Regularly scheduled meetings will be conducted to focus on further development of content standards lessons.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Climate and Culture

LEA/LCAP Goal

Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates

Goal 3

All students will have a safe and supportive school environment that encourages physical, mental and emotional well-being as measured by the Kelvin Survey and teacher observation of class/school climate using data from the PBIS referrals.

Identified Need

There is a continued need to ensure that all students feel safe and supported at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Referrals	None	There will be limited major referrals
Kelvin Survey	Relationships 88%, Instructional Environment 86%, Climate of Support for Academic Learning 75%, Culture of Linguistic Competency 70%, Social & Emotional Learning 64%	Relationships 90%, Instructional Environment 90%, Climate of Support for Academic Learning 80%, Culture of Linguistic Competency 75%, Social & Emotional Learning 70%

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

The staff collaborated and finalized a school wide Positive Behavior Intervention Support (PBIS) in order to have consistent expectations across the school. Students are explicitly taught the expectations for each area of the school in the beginning of the year and following each school break. These supports are focused on creating and maintaining a positive and safe school

environment. A referral process for both major and minor incidences are in place for all staff to utilize. The Kelvin Survey is given in the fall and spring to monitor school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Unrestricted 4000-4999: Books And Supplies PBIS Supplemental Curriculum

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

Students will be provided incentives (Tiger Bucks) for promoting Respectful, Responsible, and Safe behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	ASB 4000-4999: Books And Supplies Incentives for the Tiger Buck "store".

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The staff collaborated 2021-22 school year to continue to focus on creating a more consistent program for all students. The expectations for all students are communicated in every class. A major and minor referral process has been developed and all new staff has been trained. Expectation lessons for students are practiced. During the lessons staff trains students using common language and expectation in all areas of the school (classroom, hallway, office, restrooms,

cafeteria, and playground) to ensure consistently grade level to grade level and classroom room to classroom. The staff continues to utilize this approach.

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

The staff committed to reemphasizing the PBIS matrix during the 2021-22 school year and will continue to strengthen the program for all students next school year.

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

The goal was changed to reflect the addition of the PBIS referral process and the use of the Kelvin Survey.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates

Goal 4

Offer parents diverse opportunities for school-wide, classroom, or additional activities as a means to increase parent home/school connectivity as measured by outreach invitations for partnering with the school.

Offer parents various opportunities to acquire information, knowledge, and/or skills to support their child's education as measured by agendas and presentations.

Identified Need

There is a need to increase parent home/school connectivity by providing more opportunities for parent involvement on campus and/or various ways for parents to acquire information, knowledge, and/or skills that will further support their child's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Volunteer Tracking Sheet	New metric	Teachers will have at least 40% of their parents volunteer at least once during the year.
Agendas, Presentations, Parent Sign-in sheet in the office	New metric	50% of parents will have attended at least one opportunity that supports their child's education. (Presentations, meetings, or other activities)

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

All staff will reach out to parents in a variety of ways (Google Classroom, email, phone) to offer opportunities that encourage participation across the school.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will decide on a common teacher/parent/school communication platform to streamline and systematize communications across the school.

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: 2022-23

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.

Limited volunteers were allowed on the campus during the 2021-22 school year due to the safety mandates set forth by the government. Parents that were able and willing to be on campus were utilized in many ways to support students and staff. During the 2022-23 school year, all parents were able to attend and volunteer without restrictions, thus increasing the amount of volunteers on any given day.

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 were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

This goal will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$56,665.52

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	\$52,716.28

Subtotal of additional federal funds included for this school: \$52,716.28

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 (\$)
ASB	\$300.00
General Fund	\$3,306.52
None Specified	\$342.72
Unrestricted	\$0.00

Subtotal of state or local funds included for this school: \$3,949.24

Total of federal, state, and/or local funds for this school: \$56,665.52

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ASB	300.00
General Fund	3,306.52
None Specified	342.72
Title I	52,716.28
Unrestricted	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,716.28
4000-4999: Books And Supplies	3,606.52
5000-5999: Services And Other Operating Expenditures	342.72

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	300.00
4000-4999: Books And Supplies	General Fund	3,306.52
5000-5999: Services And Other Operating Expenditures	None Specified	342.72
1000-1999: Certificated Personnel Salaries	Title I	52,716.28
4000-4999: Books And Supplies	Unrestricted	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,716.28
Goal 2	3,649.24
Goal 3	300.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Samantha Brown	Principal
Jona O'Shea	Classroom Teacher
Dana DelCarlo	Classroom Teacher
Dayna Gibbs	Other School Staff
Amy Gore	Parent or Community Member
Marie Rappa	Parent or Community Member
Cassi Langerwerf	Parent or Community Member
Mack Stone	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



Other: District English Language Advisory Committee

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 May 17, 2023.

Attested:



Principal, Samantha Brown on May 17, 2023



SSC Chairperson, Amy Gore on May 17, 2023

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner 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 (Educational Partner 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/fq/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/fq/fo/af/>

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