

# 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
Blosser Lane Elementary School	23-65623-6108369	March 2, 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)

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget (when applicable), and make modifications in the plan to reflect changing needs and priorities. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The implementation of ESSA in California presents an opportunity for Blosser Lane Elementary to align the federally-funded programs with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). 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 School Plan for Student Achievement (SPSA) planning process supports continuous cycles of action, reflection, and improvement.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Educational Partner Involvement .....	14
Resource Inequities .....	14
School and Student Performance Data .....	15
Student Enrollment.....	15
CAASPP Results.....	17
ELPAC Results .....	22
Student Population.....	25
Overall Performance .....	27
Academic Performance .....	29
Academic Engagement .....	35
Conditions & Climate.....	38
Goals, Strategies, & Proposed Expenditures.....	40
Goal 1.....	40
Goal 2.....	48
Goal 3.....	52
Goal 4.....	56
Goal 5.....	59
Budget Summary .....	60
Budget Summary .....	60
Other Federal, State, and Local Funds .....	60
Budgeted Funds and Expenditures in this Plan .....	61
Funds Budgeted to the School by Funding Source.....	61
Expenditures by Funding Source .....	61
Expenditures by Budget Reference .....	61
Expenditures by Budget Reference and Funding Source .....	61
Expenditures by Goal.....	62
School Site Council Membership .....	63
Recommendations and Assurances .....	64

Instructions.....65

    Instructions: Linked Table of Contents.....65

    Purpose and Description.....66

    Educational Partner Involvement .....66

    Resource Inequities .....66

Goals, Strategies, Expenditures, & Annual Review .....67

    Annual Review .....68

    Budget Summary .....69

    Appendix A: Plan Requirements .....71

    Appendix B:.....74

    Appendix C: Select State and Federal Programs .....76

# 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).

Surveys were conducted to help determine goals for the 2022/2023 school year and to use as we made important decisions throughout the year.

**Students:** Students are typically surveyed to determine priorities and interests; they were asked whether they like coming to school, what they like most about school, whether being absent affects learning, and what they would change or add if they had the chance. What students like most about school are playing and being with friends and playing outside at recess. They also like science, art, and math. In Spring, 2021, a survey was given to students in middle and high school who were identified as emotionally disturbed. The survey was completed in conjunction with our district, Mendocino County Office of Education, and the State of California. Students were asked about their experiences throughout their years at school in Willits Unified School District. The information was used to guide our current practices of identification of students with emotional disturbances as well as how we support our students. The information from that survey continues to guide our practices for supporting students with emotional needs.

**Parents/Families:** Families were surveyed by teachers in the fall: 1. What are your child's strengths? 2. What is your child's area of needed growth? 3. What are your hopes for your child this year? This information helped teachers plan instruction for the year. The intent was to inform instruction and to help families feel engaged with and connected to Blosser Lane and to their teacher.

To meet our behavior support goals, behavioral expectations are explicitly taught two times per year. The formal lessons were taught during rotations where we took students around the school and discussed the rules. The rules were also formally and informally taught in classrooms, at recess, and in the cafeteria on an ongoing basis throughout the year. Teachers and students participate in monthly Positive Behavioral Interventions and Supports (PBIS) assemblies. The messaging focuses on character education development, and acknowledgement for positive behavior support. In May, 2022, we randomly surveyed students in classrooms at each grade and asked, 1. Do you like coming to school? 2. What do you like most about school? 3. Do you think being absent affects your learning? 4. If you could change or add something to our school, what would it be? Student responses: 1. Do you like coming to school?

The California Healthy Kids Survey was administered to 5th grade students in 2021-2022. Results from the survey indicate areas of need as: School Boredom, and Meaningful Participation

## Classroom Observations

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

Teachers use a variety of instructional strategies and approaches to differentiate their instructional practices to meet the needs of the students. Classroom observations are held both formally and informally. Formal observations of beginning teachers by mentors through the California Teacher Induction Program (CTIP) occur on a regular basis, as do formal teacher observations by the principal as required by teacher contracts. Informal observations, in the form of walk-throughs by the principal, occur on a relatively weekly basis. Strengths and areas for growth were reported privately to teachers and para-educators; the teacher in need of support might be paired with other teachers or para-educators to observe instruction. Additionally, for teachers and para-educators who need support, training is suggested and staff are provided time to attend.

All observations are another source of information to better address student needs. In addition, Blosser Lane Elementary School utilizes our site Curriculum and Instruction coach to assist in classrooms with demonstration lessons to improve instruction and align instruction throughout the grade levels and school.

The Reading Specialist actively supports teachers in assessing students' reading progress. The Curriculum & Instruction Specialist, actively supports teachers in curriculum development strategies and reinforces the structure of our Professional Learning Team (PLT) collaborations.

## **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)

1. Designated ELD Instruction: Students (3rd - 5th Grades) are selected for designated English Language Development instruction based on what level the student scored on the English Language Proficiency Assessments for California (ELPAC) Assessment.
2. Integrated ELD Instruction: Teachers (3rd - 5th Grades) use a variety of strategies to address the varied needs of our English learners. Teachers use graphic organizers, sentence stems, pictures and diagrams, repetition, processing time, and think-pair-share to name a few. Teachers are also learning to focus strategies by Domain, such as providing more processing time to allow application of content objectives for students who are Emerging Language Learners.
3. The progress of students is carefully monitored 3-6 times per year, based upon intervention status. This is first achieved with ELPAC scores, then with Renaissance STAR scores, and on teacher observations. We have designated and integrated ELD for approximately 15-30 minutes daily. During this time, students are met at their level of need, whether with language support, reading intervention or enrichment, or writing development. Students who are in need of more support are assessed more frequently, to evaluate the success of the intervention on student learning.

Data analysis from state and district data are used each year to define academic areas of success and challenges. Multi-year comparison will be examined in addition to identify specific areas requiring targeted instruction. The staff at Blosser Lane Elementary School analyzes this data prior to the start of the academic year, and uses it as a gauge of progress. The detailed analysis provides a more general picture of student achievement. This information is used, in addition to classroom assessments and curriculum embedded assessments, to create specifically targeted intervention groups to increase and improve student growth.

Common grade level assessments, ELPAC data, Renaissance STAR Reading and Math data, and district benchmarks are used to determine students' progress. After analysis of the data, staff determines how best to address the challenges of the population in each grade level. The needs of students not meeting performance goals are discussed in Professional Learning Teams, and strategies are implemented. If continuing to struggle, the individual students are discussed at Student Study Team meetings. Analysis of academic performance and ELPAC language development data led us to determine that our students who are English Learners need more support, so we have included a new goal to support our English learners, Goal #4.

Typically, during a 40-minute intervention session four times weekly, students are leveled into systematic and explicit intervention groups that are created based on the use of District-wide Renaissance testing, as well as through classroom testing. 3rd - 5th grade students receive intervention support from a certificated teacher or a qualified paraprofessional.

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

Blosser Lane teachers meet four times monthly in their Professional Learning Teams (PLT) to review data from curriculum-embedded assessments, classroom formative, interim, and summative assessments, and district interim assessments using Renaissance STAR. Based on results of the assessments, the grade-level teams set goals, determine areas of need, share effective instructional strategies, improve assessments and review successes and challenges. Notes are taken and distributed to teachers, support staff, and the principal so that decisions from this data can be followed by all stakeholders.

PLT meetings are part of the process for evaluating and monitoring implementation and progress toward accomplishing program goals which are identified in this SPSA. We also evaluate our accomplishment toward goals at Site Council meetings, and plan to begin annually evaluating progress toward SPSA goals in one of the monthly Leadership Team meetings each year.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

86% of staff (classroom teachers, reading teachers, special education day class and resource teachers) at Blosser Lane Elementary Elementary are highly qualified and teaching within their credentialed area. We have three teachers working under alternative certifications. (One teacher working under a PIP certification [5th grade teacher] and two teachers working under STIP certifications [4th grade teacher and 5th grade teacher]).

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

All teachers, except the ones listed above, are teaching within their credentialed areas and have attended in-person or virtual trainings on State Board of Education (SBE) adopted materials. As we continue to implement the Common Core State Standards, staff will need more training in Frameworks, and curriculum as they are adopted, as well as continued professional development in best instructional practices, based on assessed student and teacher needs. We are also focusing on our instruction for English learners and have developed a district-wide professional development calendar that includes professional development on academic vocabulary, Integrated ELD and designated ELD, to better support English Learners.

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

Typically staff development has concentrated on understanding the curriculum, and how to support each student, based on assessed needs. We also have ongoing professional development in positive discipline strategies, especially for instructional assistants as part of our Positive Behavior Intervention Supports (PBIS) framework. Teachers continue to work together weekly in collaborative teams, aligning Common Core curriculum with Common Core State Standards, and identifying priority standards (learning targets). A good deal of our professional development seminars/sessions have been offered as virtual webinars, rather than in-person; such as most of our work with the Mendocino County Office of Education. We have also included professional development for supporting English learners, because the CA Dashboard data indicated that our English learners are not performing where they should be. Consequently, we have scheduled professional development around academic language, Integrated ELD and designated ELD.

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

There are several mechanisms in place for instructional assistance and teacher support. 1. Teachers work collaboratively to improve their instruction within PLTs (Professional Learning Teams within Professional Learning Communities), led by a lead grade-level facilitator/teacher. 2. New teachers work with Support Providers through CTIP (California Teacher Induction Program). 3. Blosser Lane is part of a K-5 Multi-Tiered System of Support (MTSS) cohort and prior to the pandemic was meeting monthly to address the Academic, Behavioral, and Social Emotional needs of its students; we are reinstating our MTSS efforts and adding new colleagues to the committees. 4. As part of a districtwide committee decision, our district hired a Reading teacher for Blosser Lane and a Curriculum and Instruction Coach.

Our reading teacher has been instrumental in ensuring that our teachers have reliable student assessment data in a timely manner. The reading teacher is also involved with forming intervention groups that are based on data, and leading the interventions, training para-educators to support the groups and working with SPED RSP teacher and para-educator to provide intervention. Our Reading teacher is also our Student Study Team (SST) Coordinator; facilitating and organizing SST meetings to determine best means to support students and staff. Our Curriculum and Instruction Coach provides curriculum resources and demonstration lessons to augment mastery for all our teachers. The Coach uses the coaching cycle to lead us in effectively using adopted curriculum, integrating instructional techniques to support English learners during designated and integrated instruction, and supporting the use of a variety of types of assessment to drive instruction for all learners.



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

3rd - 5th Grade teachers at Blosser Lane collaborate weekly during Grade Level Professional Learning Team meetings; and during monthly Grade Level meetings on early release Tuesdays. Staff members also collaborate at monthly staff meetings, collectively, and occasionally through vertical groups; with a goal to have more vertical collaboration. PLT meetings are led by grade-level facilitators, but the Reading Specialist and the Curriculum & Instruction Coach also attend, providing support in ongoing assessment and assessment use to guide instruction; Grade-level chairs lead Grade Level meetings. Our principal attends as much as possible and supports the PLC and MTSS processes at Blosser Lane.

Our school district and campus are participating in the California Principal's Network (CAPS), along with many schools in our county. This program is focused on using PLTs to build our multi-tiered systems of support (MTSS) for our students. We are becoming a skilled group of collaborators who understand the PLC process and who use it to support learning at each tier of instruction, but primarily Tiers 1 and 2.

## Teaching and Learning

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

Tier 1 instructional materials include Benchmark E/LA and Everyday Math. Both are Common Core aligned, and State approved. Teachers follow these programs, along with Guided Reading to ensure that the Common Core Standards are taught at each grade level. As a TK-5 focus, Benchmark Phonics was added at our Tk-2 campus in response to our data which showed a general lack of reading skills in our district's student population to Grade 11. Our adopted Benchmark Reading had insufficient Phonics/Phonemic Awareness instruction to meet our population's needs. The materials used at Tier 2 are all based on results of assessment. Tier 3 supplemental materials include Sonday, Benchmark Intervention, Reading Mastery, Read Naturally, and more.

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

Students participate in 90 minutes of Reading, Language Arts instruction and writing daily; including intervention. Students receive 90 minutes of Mathematics instruction daily.

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

Lesson pacing schedule, common assessments and instructional support are aligned within each grade level. Intervention for 3rd - 5th Grade focuses on pre-reading/reading and writing instruction, and is included daily in each class'

schedule. Within the classroom, Paraprofessionals and Teachers address intervention in English Language Arts and sometimes in Math. Teachers plan together during grade level meetings and PLTs to ensure that they are relatively on pace so they will teach the curriculum before year-end.

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

All student groups have access to standards-based instructional materials and curriculum.

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

Core instructional materials are State adopted and are aligned to the Common Core State Standards. Intervention programs use materials which are standards-aligned or use standards-aligned practices, and leveled reading books are used in classrooms daily, and during intervention.

## Opportunity and Equal Educational Access

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

Common grade level assessments, ELPAC data, Renaissance STAR Assessment data, and district benchmarks are used to determine students' achievement levels. After analysis of the data, teachers and the reading specialist determine how best to address student challenges in each grade level. Teachers scaffold and differentiate within the classroom environment, providing support for students performing at all levels. The needs of students not meeting performance goals are discussed in Professional Learning Teams, and strategies are implemented. If continuing to struggle, individual students are discussed at Student Study Team meetings and plans are implemented.

Small group instruction is supported by classroom teachers, a reading specialist, and paraprofessionals. Typically, during a 30-40 minute intervention session, four times weekly, students performing below benchmark are leveled into systematic and explicit intervention groups that are created based on the use of District-wide Renaissance testing, as well as through classroom testing. Intervention goals and notes are shared with the classroom teacher to facilitate ongoing communication.

Another process in place is when registration inquiries are made for students who are unhoused, these students are enrolled immediately by our registrar, as required. The procedures listed in this section, including PLT/PLC processes, Tier 1 instructional focus, and daily intervention sessions - 4 days per week, support academic success for identified unhoused students. Our Renaissance Assessment progress monitoring, every 6-8 weeks, ensures appropriate services are provided.

## Evidence-based educational practices to raise student achievement

- 1) Implementation of State adopted, Common Core aligned, ELA and Math curriculum for Tier 1
- 2) For Tier 2, small group reading instruction support provided by reading specialist, teachers, and qualified paraprofessionals (Instructional Assistants)
- 3) Collaborative/cooperative strategies used in all classrooms
- 4) Use of non-linguistic representations to support English Learners
- 5) Whole group and small group direct instruction provided by teacher, with gradual release of responsibility model (I do, We do, You do) for mastery; evidence-based intervention support provided for students requiring additional assistance in developing/understanding foundational academic skills.
- 6) Special Education teachers push-in to general education classrooms, and later provide additional support in Resource Rooms using a modified Blended Service Model. When possible, they pull struggling regular education students into lessons with students in special education.
- 7) English language development is provided in-class through designated and integrated instruction
- 8) Data is regularly used to monitor student achievement and to guide instruction and intervention. It is used in Professional Learning Teams (PLTs), school professional development (PD) and in planning for intervention groups. It is used to determine when students exit intervention after intervention cycles

## Parental Engagement

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

1. The Willits Kids Club after school program, provides homework support and positive learning experiences in a safe and positive environment.
2. The Willits Educational Foundation provides financial backing to teachers to provide for a variety of student activities, including support for underachieving students.
3. The Willits Weekly, Willits News, and the Ukiah Daily Journal, feature articles about students who excel and/or make growth; and, about unique programs and clubs at Blosser Lane - this helps create ties to our community.
4. Blosser Lane has developed a relationship with our town bookstore, and books for special events.
5. Willits Unified School District maintains its relationship with Nuestra Alianza de Willits, which provides a summer program, taught in Spanish, for any child aged 6-12.
6. The Sherwood Tribe provides educational support to students who are Native.
7. Kids Corner After School Tutoring Service is available for cost.

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

Parents, community members, and teachers are invited/encouraged to participate in the School Site Council, DELAC and other district wide committees.

## Funding

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

1. Paraprofessionals (curriculum Instructional Assistants) are in classrooms to support students.
2. Paraprofessionals (curriculum Instructional Assistants) provide small group intervention for students who may be reading below grade-level.

## Fiscal support (EPC)

# 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 Site Council discussed the purpose of the plan informally at two meetings, and provided input to the plan at the meeting on March 2, 2023, at 3:15, at Blosser Lane Elementary School. The Site Council is more than just representatives from Blosser Lane Elementary; it is made up of representatives from Brookside Elementary, Grades TK-2, as well. Their input provides a unique perspective. Additionally, members of our office staff and leadership team were invited to provide input. The Site Plan is presented to the School Board for their approval when finalized and approved by the School Site Council.

## Resource Inequities

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

Our primary resource inequities were sufficient time for professional development; our district has been responsive to this, by finding time for professional development. In the past it was difficult to find time for professional development due to our district calendar only having three professional development days. Then, in response to requests from staff and administration, there was an additional day provided. We still found, however, the need to have days interspersed throughout the school year rather than having all professional development days during the summer, to be able to respond to perceived needs through professional development, as they arise.

That was added this year, and we met for professional development in November and March. The model worked well for elementary students, but not for intermediate and high school students where significant absences arose those weeks. We are trying a new model next year, going back to development days at the beginning of the year and adding some additional early release days for elementary schools throughout the year. We currently have an early release day already scheduled into the plan once every month or two for PD.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	8.28%	6.3%	3.91%	26	20	12
African American	2.23%	1.3%	0.65%	7	4	2
Asian	0.64%	0.9%	0.33%	2	3	1
Filipino	0%	%	%	0		
Hispanic/Latino	34.39%	36.2%	33.55%	108	115	103
Pacific Islander	0%	%	%	0		
White	43.63%	43.1%	37.79%	137	137	116
Multiple/No Response	2.55%	3.1%	3.58%	8	10	11
Total Enrollment				314	318	307

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade3	107	133	85
Grade 4	114	90	135
Grade 5	93	95	87
Total Enrollment	314	318	307

### Conclusions based on this data:

1. Not enough students are indicated as having Multiple/No Response, since not nearly 100% of students are represented in this data; questionable information for Student Group data.
2. White and Hispanic/Latino comprise the largest percentage of our student groups of our Student Enrollment by Subgroup Percent of Enrollment data.
3. Our Grade 4 students are our largest group; considered to be an enrollment "bubble". Even though a number of students returned to in-person learning from independent study as related to Covid, they are still below the pre-Covid numbers of 314 in 19/20.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	55	61	61	17.5%	19.20%	19.9%
Fluent English Proficient (FEP)	4	12	6	1.3%	3.80%	2.0%
Reclassified Fluent English Proficient (RFEP)	0	14	5	0.0%	4.40%	8.0%

### Conclusions based on this data:

1. In 2021/22, 19.9% of our students were English learners.
2. FEP students are usually considered "Initial" Fluent English Proficient and are commonly identified as such during their kindergarten year or if they are new to the district from out of state. This data leads one to conclude that since we are a 3rd-5th grade campus, the 6 students were most likely new to the state.
3. Five students were redesignated to Fluent English Proficient (RFEP) in 21-22. We must be mindful of preparing students to reclassify when ready.



# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	108	122	78	104	0	76	104	0	76	96.3	0.0	97.4
Grade 4	88	86	136	82	0	133	82	0	131	93.2	0.0	97.8
Grade 5	110	86	89	109	0	86	109	0	84	99.1	0.0	96.6
Grade 6	*			*			*					
All Grades	307	294	303	296	0	295	296	0	291	96.4	0.0	97.4

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2365.		2361.	5.77		7.89	14.42		17.11	30.77		25.00	49.04		50.00
Grade 4	2398.		2409.	4.88		9.16	10.98		15.27	24.39		22.14	59.76		53.44
Grade 5	2438.		2440.	4.59		3.57	22.02		20.24	22.94		28.57	50.46		47.62
Grade 6	*			*			*			*			*		
All Grades	N/A	N/A	N/A	5.07		7.22	16.22		17.18	26.01		24.74	52.70		50.86

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.81		9.21	50.00		52.63	45.19		38.16
Grade 4	8.54		9.16	36.59		67.94	54.88		22.90
Grade 5	9.17		8.33	45.87		59.52	44.95		32.14
Grade 6	*			*			*		
All Grades	7.43		8.93	44.59		61.51	47.97		29.55

### 2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	0.97		2.63	46.60		39.47	52.43		57.89
Grade 4	1.25		0.76	41.25		51.15	57.50		48.09
Grade 5	6.48		1.20	41.67		53.01	51.85		45.78
Grade 6	*			*			*		
All Grades	3.08		1.38	43.15		48.62	53.77		50.00

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.81		6.58	73.08		72.37	22.12		21.05
Grade 4	4.88		6.87	67.07		70.23	28.05		22.90
Grade 5	4.59		3.57	55.05		76.19	40.37		20.24
Grade 6	*			*			*		
All Grades	4.73		5.84	64.53		72.51	30.74		21.65

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.77		2.63	45.19		63.16	49.04		34.21
Grade 4	4.88		7.63	43.90		61.07	51.22		31.30
Grade 5	6.42		2.38	47.71		64.29	45.87		33.33
Grade 6	*			*			*		
All Grades	5.74		4.81	45.61		62.54	48.65		32.65

2019-20 Data:

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

**Conclusions based on this data:**

- For the 2020-2021 school year, the California School Board of Education (SBE) allowed flexibility for school districts to administer their local benchmark assessments; our campus used a local assessment (Renaissance STAR); even considering the gap year in data, there was a lower percentage of students in %Below Standard.

2. Overall achievement percentage for the %At or Near Standard showed improvement 2021-2022; plus, an improvement in the %Below Standard. Interventions will be provided for the students who did not meet the standards through either classroom interventions or Title I intervention and support.
3. Research/Inquiry skills showed improvement for two grades; this also applies to our Listening skills for "% At or Near Standard" improved for two grades. Interventions will be provided for students in the Nearly Met achievement level to ensure successfully meeting the standards in the future.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	108	122	78	104	0	75	104	0	75	96.3	0.0	96.2
Grade 4	89	86	136	83	0	132	83	0	131	93.3	0.0	97.1
Grade 5	110	86	89	109	0	86	108	0	86	99.1	0.0	96.6
Grade 6	*			*			*					
All Grades	308	294	303	297	0	293	296	0	292	96.4	0.0	96.7

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.		2373.	3.85		0.00	21.15		22.67	31.73		26.67	43.27		50.67
Grade 4	2418.		2405.	2.41		0.76	15.66		12.98	38.55		38.17	43.37		48.09
Grade 5	2457.		2452.	5.56		4.65	17.59		19.77	25.93		19.77	50.93		55.81
Grade 6	*			*			*			*			*		
All Grades	N/A	N/A	N/A	4.05		1.71	18.24		17.47	31.42		29.79	46.28		51.03

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.54		4.00	30.77		46.67	57.69		49.33
Grade 4	7.23		1.53	27.71		43.51	65.06		54.96
Grade 5	12.96		12.79	24.07		39.53	62.96		47.67
Grade 6	*			*			*		
All Grades	10.81		5.48	27.36		43.15	61.82		51.37

### 2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		6.67	50.00		42.67	37.50		50.67
Grade 4	6.02		3.82	43.37		45.80	50.60		50.38
Grade 5	6.48		4.65	41.67		46.51	51.85		48.84
Grade 6	*			*			*		
All Grades	8.45		4.79	44.93		45.21	46.62		50.00

2019-20 Data:

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.69		5.33	50.96		61.33	41.35		33.33
Grade 4	4.82		3.82	44.58		48.85	50.60		47.33
Grade 5	6.48		3.49	48.15		63.95	45.37		32.56
Grade 6	*			*			*		
All Grades	6.42		4.11	47.97		56.51	45.61		39.38

2019-20 Data:

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

**Conclusions based on this data:**

- Overall achievement data for 3rd-5th grade students demonstrates that 19.18% of all students met or exceeded standards and 80.82% of all students were at standard nearly met and standard not met. 21-22 was the first time that all students had participated in the CAASPP assessment and had returned to in-person instruction full-time; nonetheless, the percentage of students at nearly met or not met warrants top priority.
- Communicating Reasoning was an area whereby 60.62% were at Above Standard and At or Near Standard combined; all grade levels were higher in this area. In addition to analyzing why something isn't working, this is an opportunity to consider why was this area more successful and what are key takeaways to adopt.
- Concepts and Procedures, and Problem Solving and Modeling were particular areas of weakness for each grade. Grade levels will collaborate around best practices in standards based mathematics instruction as well as fact fluency.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	1476.9	1451.0	*	1477.6	1454.7	*	1475.8	1446.8	9	29	17
4	1509.8	1426.7	1495.1	1504.6	1423.2	1494.3	1514.3	1430.2	1495.4	14	11	29
5	1513.6	*	*	1501.4	*	*	1525.2	*	*	15	9	9
All Grades										38	49	55

### 2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	13.79	5.88	*	34.48	17.65	*	41.38	29.41	*	10.34	47.06	*	29	17
4	28.57	0.00	17.24	35.71	27.27	34.48	28.57	45.45	27.59	7.14	27.27	20.69	14	11	29
5	13.33	*	*	40.00	*	*	33.33	*	*	13.33	*	*	15	*	*
All Grades	18.42	8.16	10.91	31.58	28.57	34.55	36.84	46.94	27.27	13.16	16.33	27.27	38	49	55

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	27.59	11.76	*	51.72	35.29	*	13.79	17.65	*	6.90	35.29	*	29	17
4	42.86	0.00	31.03	28.57	54.55	37.93	14.29	18.18	17.24	14.29	27.27	13.79	14	11	29
5	20.00	*	*	60.00	*	*	13.33	*	*	6.67	*	*	15	*	*
All Grades	26.32	18.37	23.64	47.37	55.10	41.82	10.53	12.24	14.55	15.79	14.29	20.00	38	49	55

### 2019-20 Data:

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

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	6.90	0.00	*	20.69	11.76	*	44.83	29.41	*	27.59	58.82	*	29	17
4	0.00	0.00	0.00	42.86	0.00	24.14	35.71	63.64	41.38	21.43	36.36	34.48	14	11	29
5	0.00	*	*	33.33	*	*	53.33	*	*	13.33	*	*	15	*	*
All Grades	0.00	4.08	0.00	28.95	14.29	16.36	50.00	51.02	47.27	21.05	30.61	36.36	38	49	55

2019-20 Data:

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

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	34.48	41.18	*	55.17	47.06	*	10.34	11.76	*	29	17
4	35.71	9.09	44.83	42.86	72.73	51.72	21.43	18.18	3.45	14	11	29
5	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
All Grades	21.05	24.49	36.36	63.16	61.22	54.55	15.79	14.29	9.09	38	49	55

2019-20 Data:

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

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	32.14	11.76	*	53.57	52.94	*	14.29	35.29	*	28	17
4	57.14	18.18	17.24	28.57	45.45	62.07	14.29	36.36	20.69	14	11	29
5	53.33	*	*	33.33	*	*	13.33	*	*	15	*	*
All Grades	52.63	27.08	23.64	31.58	52.08	52.73	15.79	20.83	23.64	38	48	55

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	14.29	5.88	*	53.57	35.29	*	32.14	58.82	*	28	17
4	7.14	0.00	3.45	64.29	63.64	65.52	28.57	36.36	31.03	14	11	29
5	6.67	*	*	73.33	*	*	20.00	*	*	15	*	*
All Grades	5.26	8.33	3.64	63.16	56.25	56.36	31.58	35.42	40.00	38	48	55

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	10.34	0.00	*	55.17	76.47	*	34.48	23.53	*	29	17
4	0.00	0.00	3.45	92.86	63.64	68.97	7.14	36.36	27.59	14	11	29
5	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
All Grades	2.63	6.12	1.82	89.47	59.18	76.36	7.89	34.69	21.82	38	49	55

2019-20 Data:

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

**Conclusions based on this data:**

- 21-22 was the initial year of online ELPAC testing, for many of the students being assessed.
- The Speaking Domain dropped considerably for the number of students achieving "Well Developed"; it warrants further consideration of the effects of remote learning and the elimination of a dedicated pull-out ELD teacher.
- The percentage of students at "Level 2" for Written Language is an area of particular concern for all teachers; this applies for our English Only students as well.



# 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
307	63.2	19.9	1.6
Total Number of Students enrolled in Blosser Lane 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	61	19.9
Foster Youth	5	1.6
Homeless	5	1.6
Socioeconomically Disadvantaged	194	63.2
Students with Disabilities	53	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian	12	3.9
Asian	1	0.3
Filipino		
Hispanic	103	33.6
Two or More Races	11	3.6
Pacific Islander		
White	116	37.8

**Conclusions based on this data:**

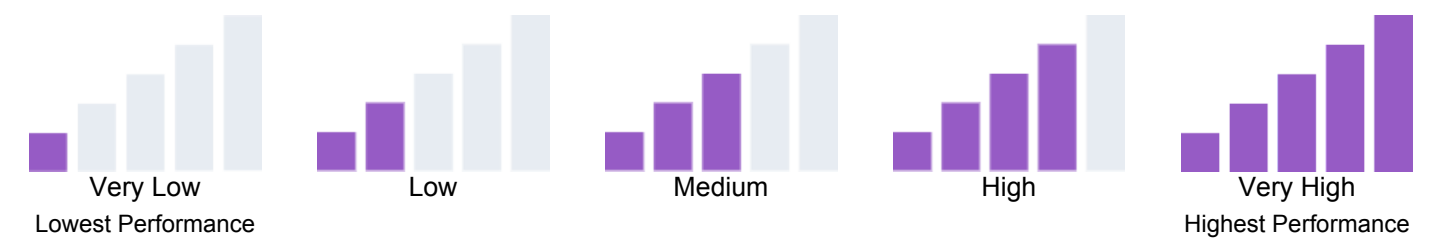
1. More than 60% (63.2) of our students are Socioeconomically disadvantaged. Since that is such a large percentage of our population, we will continue to implement supportive strategies schoolwide.
2. According to this data, our subgroup of white students was 37.8%. Our subgroup of Hispanic students in was 33.6%; continue supporting students through our relationship with Nuestra Alianza de Willits. Our Native population was less than 4%. 19.9% of students at Blosser Lane Elementary are classified as English learners. Blosser's goal is to increase the reclassification rates of our English learners.
3. Our ethnic groups are now able to utilize the services provided by our district's Native American Liaison, and Bilingual Family Liaison; plus, Nuestra Alianza de Willits continues to support our students TK-12

# 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

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Chronic Absenteeism</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Low		

#### Conclusions based on this data:

1. Our suspension rates are up (Medium) from pre-Covid days. We are reinforcing and increasing our School Wide PBIS program efforts in order to diminish this negative trend.
2. Reducing chronic absenteeism is a high priority for our site, administration, and district. This topic is a central topic at our School Site Council meetings and our MTSS meetings. We continue to have chronic absenteeism (Very High), which was primarily due to a focused message to stay home when sick (a continuation of Covid messaging)

and a small number of students. We will continue district-wide efforts, including calls home, letters, and endeavors toward a School/District Attendance Review Team (SART) board at WUSD. Also, we have reinstated our in-person monthly PBIS assemblies, and other activities to make school more engaging for students.

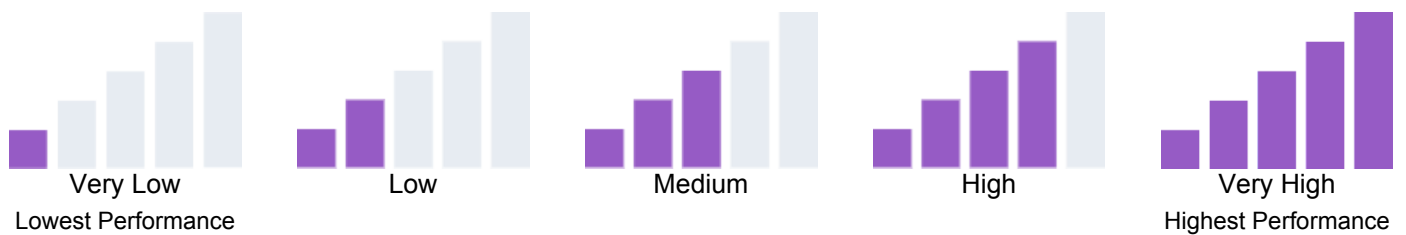
3. We must continue to keep improving first instruction in English Language Arts and Math; plus, also continue to intensify our interventions so that all students are fluently reading by the end of each school year.

# School and Student Performance Data

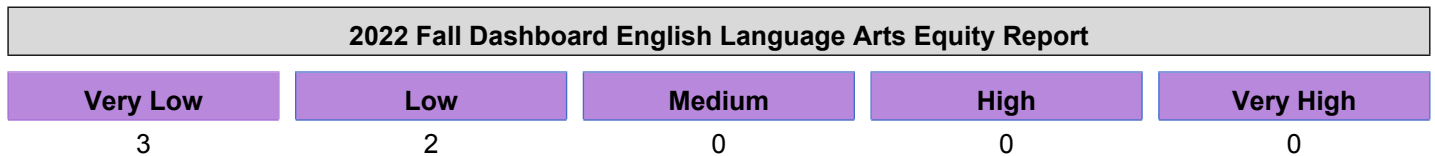
## Academic Performance English Language Arts

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](#).

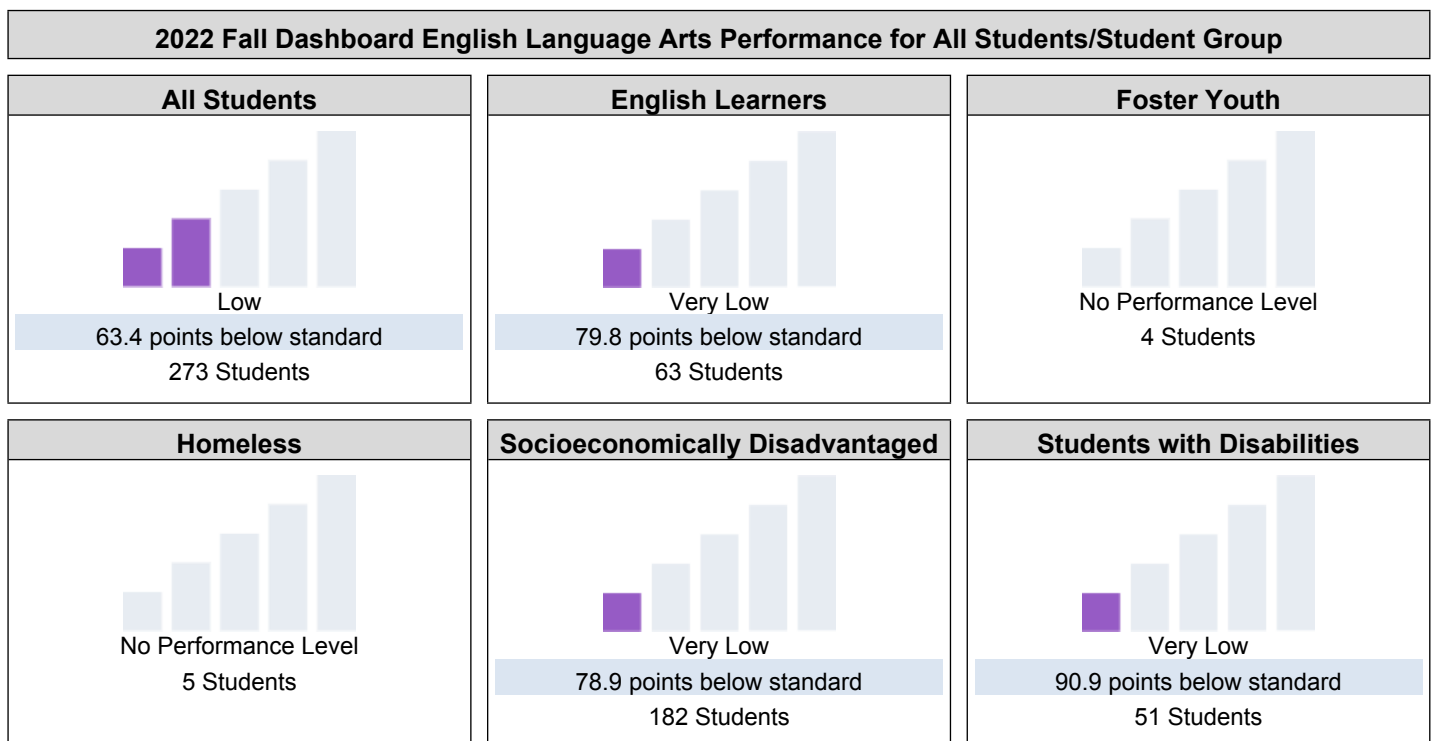
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



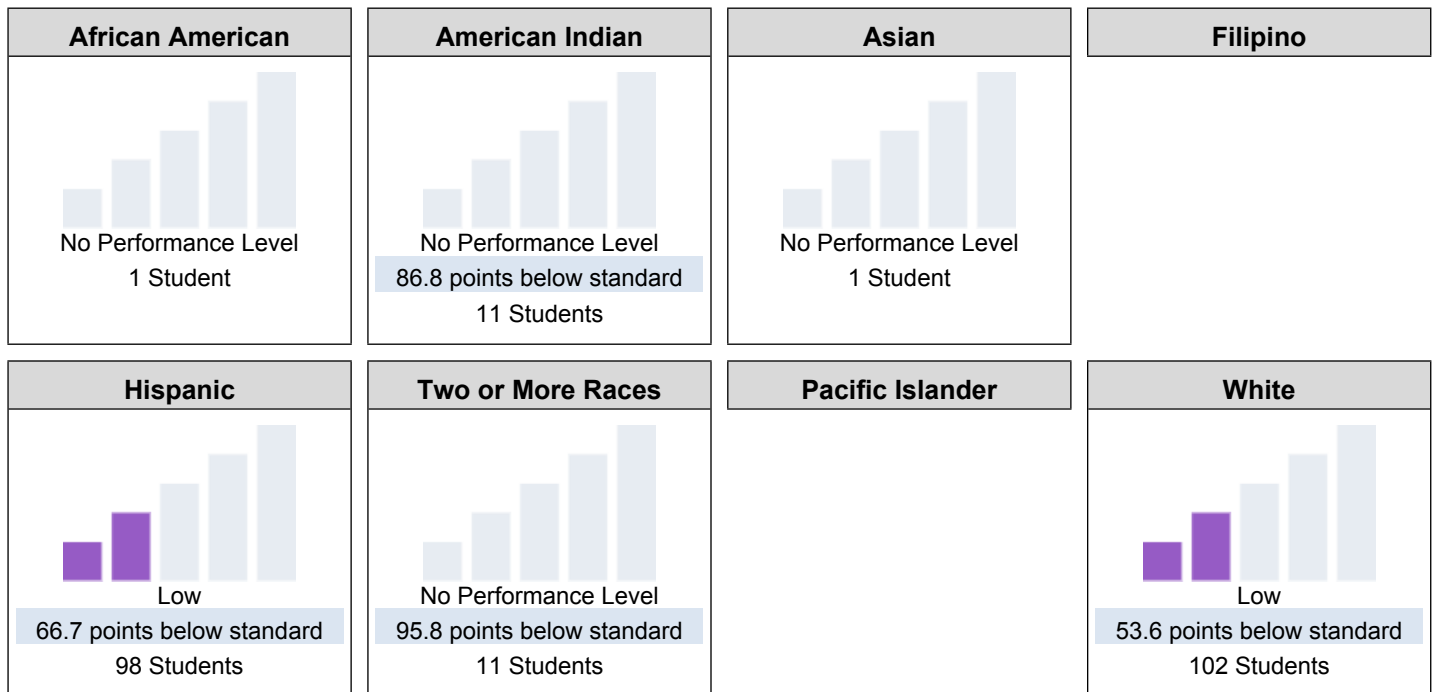
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
94.3 points below standard 55 Students	8 Students	59.8 points below standard 206 Students

#### Conclusions based on this data:

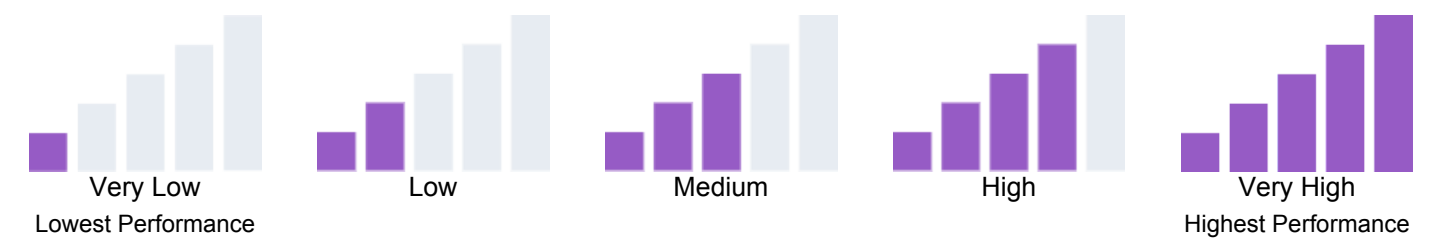
1. Our ELA scores are obtained through Blosser Lane's third - fifth grade students. We must continue to improve instruction in ELA and increase our interventions so that all students are at standard or above. Additionally, assisting students in building stamina for the amount of text given for the online ELA assessments must be improved.
2. While acknowledging the effects of the pandemic on student learning, a major emphasis on preparing students to take the CAASPP assessments has been an important focus. Especially considering that at the time of the 2022 CAASPP administration, no students had previous experience taking the assessment.
3. The data demonstrates that Blosser Lane needs to continue to support students by providing targeted intervention, as well as providing PDs for staff. This is to include sub release days and additional hours for professional growth opportunities in the areas of ELA strategies and effective use of the curriculum.

# School and Student Performance Data

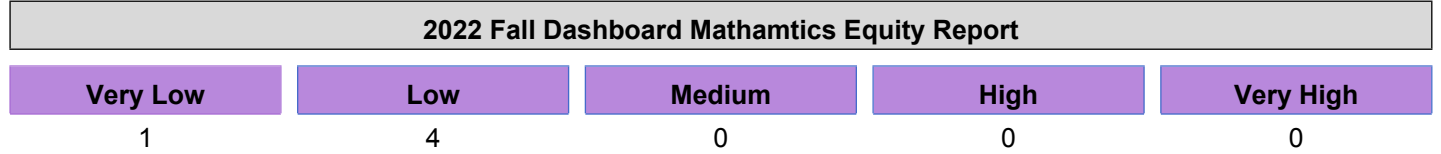
## Academic Performance Mathematics

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](#).

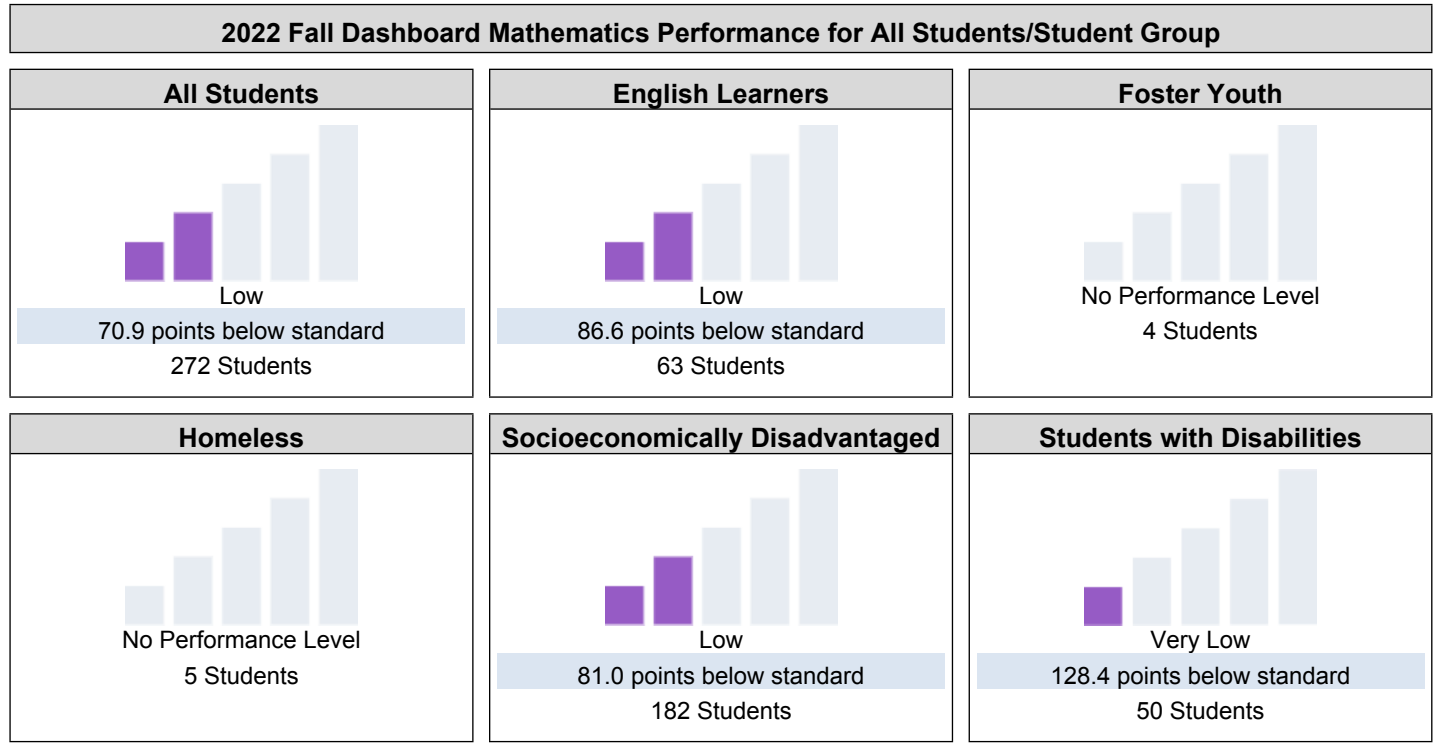
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



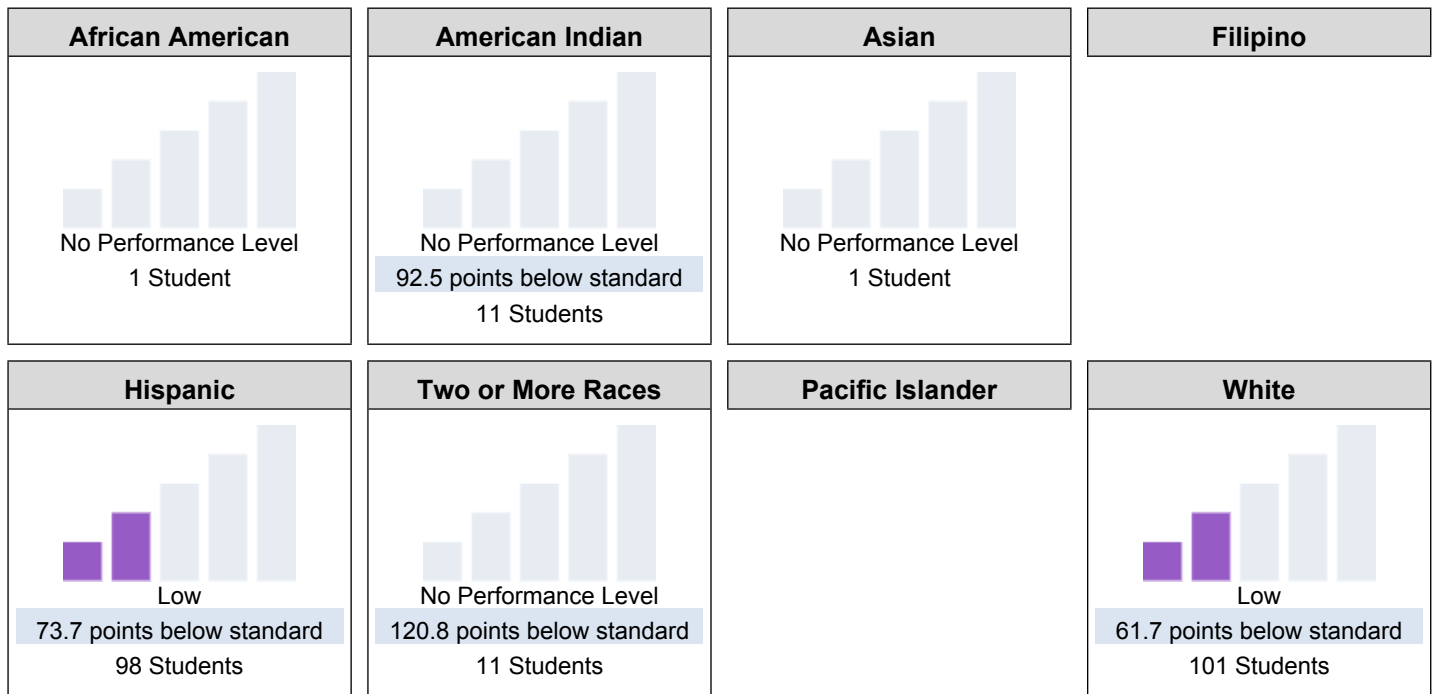
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
96.9 points below standard 55 Students	8 Students	66.7 points below standard 205 Students

#### Conclusions based on this data:

1. Our mathematics scores are for Blosser Lane's third - fifth grade students. We must continue to improve instruction in mathematics and increase our interventions so that all students are at standard or above. Additionally, assisting students in building stamina for this style of online math assessments must be improved.
2. While acknowledging the effects of the pandemic on student learning, a major emphasis on preparing students to take the CAASPP assessments has been an important focus. The data indicates the continued need for support for students in math and professional development for teachers in instructing struggling students in mathematics.
3. We must continue improving first instruction in Math, and also build up our interventions. We are trying to implement a schoolwide intervention period next year, but are having difficulty finding common time.



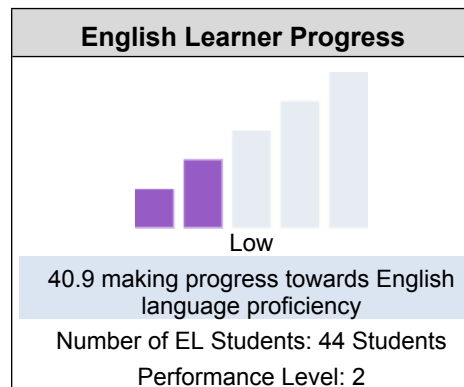
# School and Student Performance Data

## 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
25.0%	34.1%	0.0%	40.9%

#### Conclusions based on this data:

1. 40.9% of our students increased by at least one ELPI level. A focus on the difference between integrated and designated ELD instruction will be addressed in PLTs and Professional Development.
2. 40.9% of our EL students are making progress towards English language proficiency; 34.1% of our students maintained lower ELPI levels. These numbers emphasize the need to renew the focus on English Learner instruction.
3. While the data shows that the overall performance level for progress towards English language proficiency is low, it also shows that 25% of our English learners decreased one ELPI level. This is the most concerning piece of data. It shows that we must improve support for all of our English learners.

# 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:**

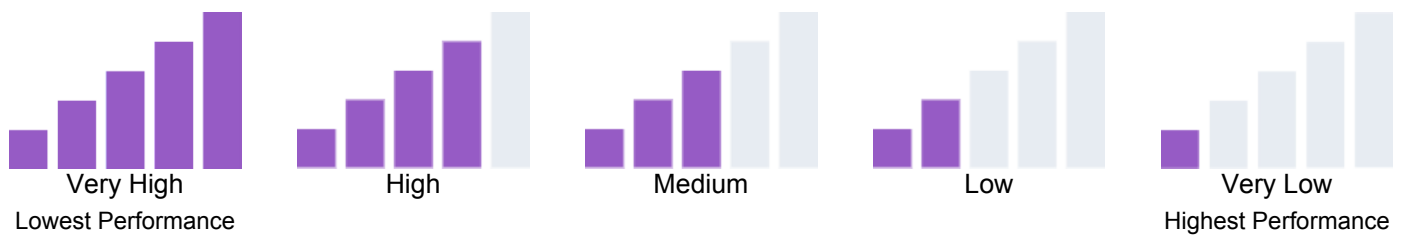
1. N/A

# 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).



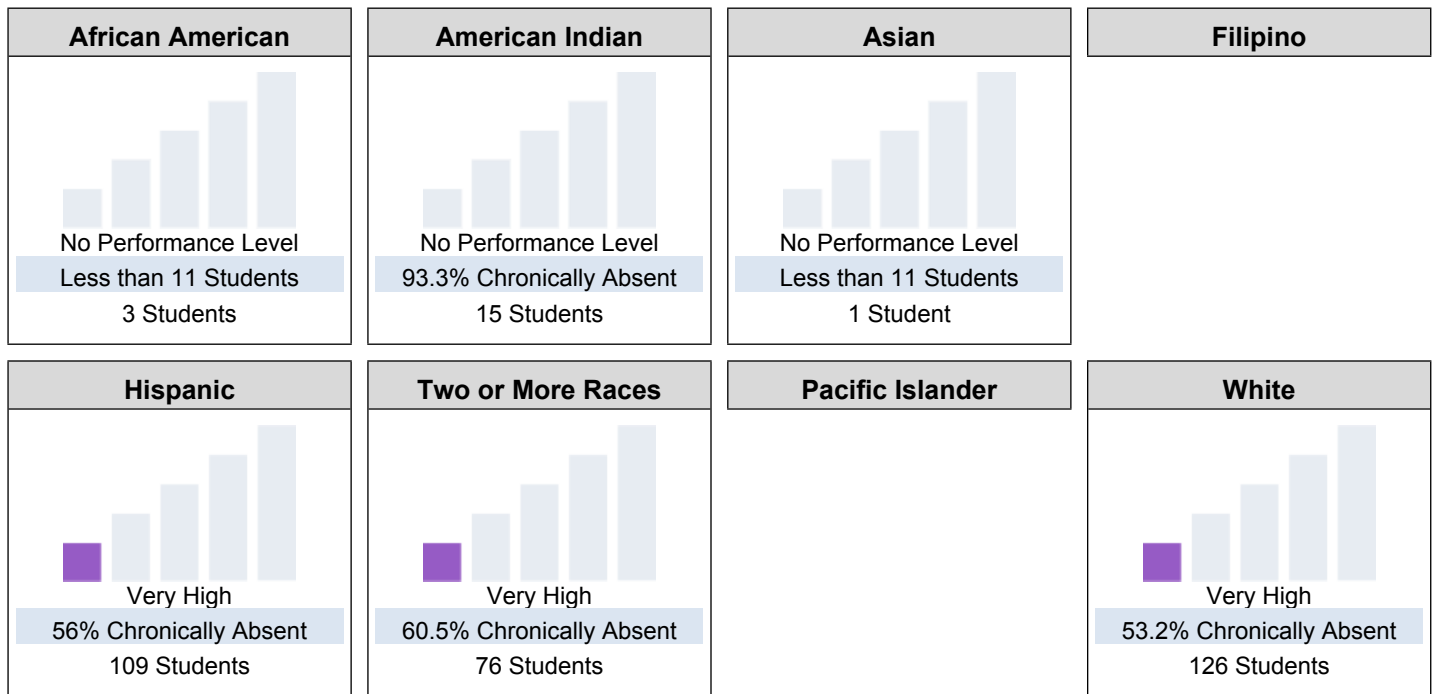
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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		
<b>All Students</b> <p>Very High</p> <p>57.9% Chronically Absent</p> <p>330 Students</p>	<b>English Learners</b> <p>Very High</p> <p>56.9% Chronically Absent</p> <p>65 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>61.9% Chronically Absent</p> <p>223 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>66.7% Chronically Absent</p> <p>63 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Our attendance data is definitely an area of great concern. We will continue our efforts to develop a district SART team. We will also continue to work with the district attendance liaison, and to encourage the importance of attendance.
2. Attendance data is always an area of concern; when students miss school - they are not learning. We continue to make absenteeism a focus of our School Site Councils and our MTSS meetings.
3. Covid protocols for students with symptoms greatly affected our attendance percentages, yet, incentive and messages for students to attend school regularly continue to be well received by students and staff.

## School and Student Performance Data

## Academic Engagement Graduation 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](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

**Very Low**

**Low**

## Medium

High

## Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

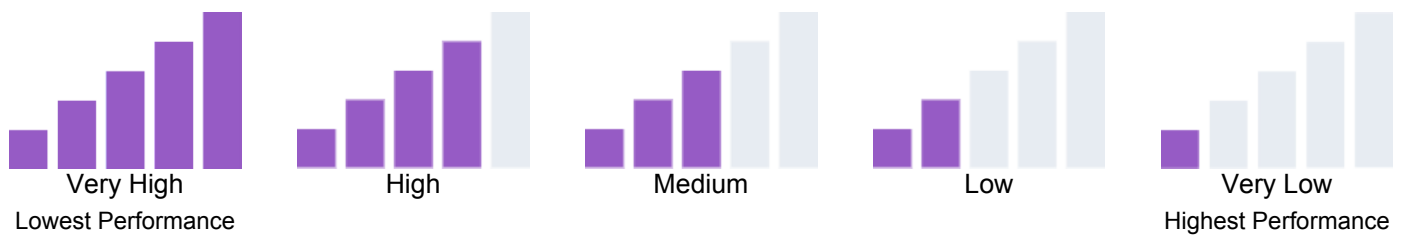
1. N/A

# 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).



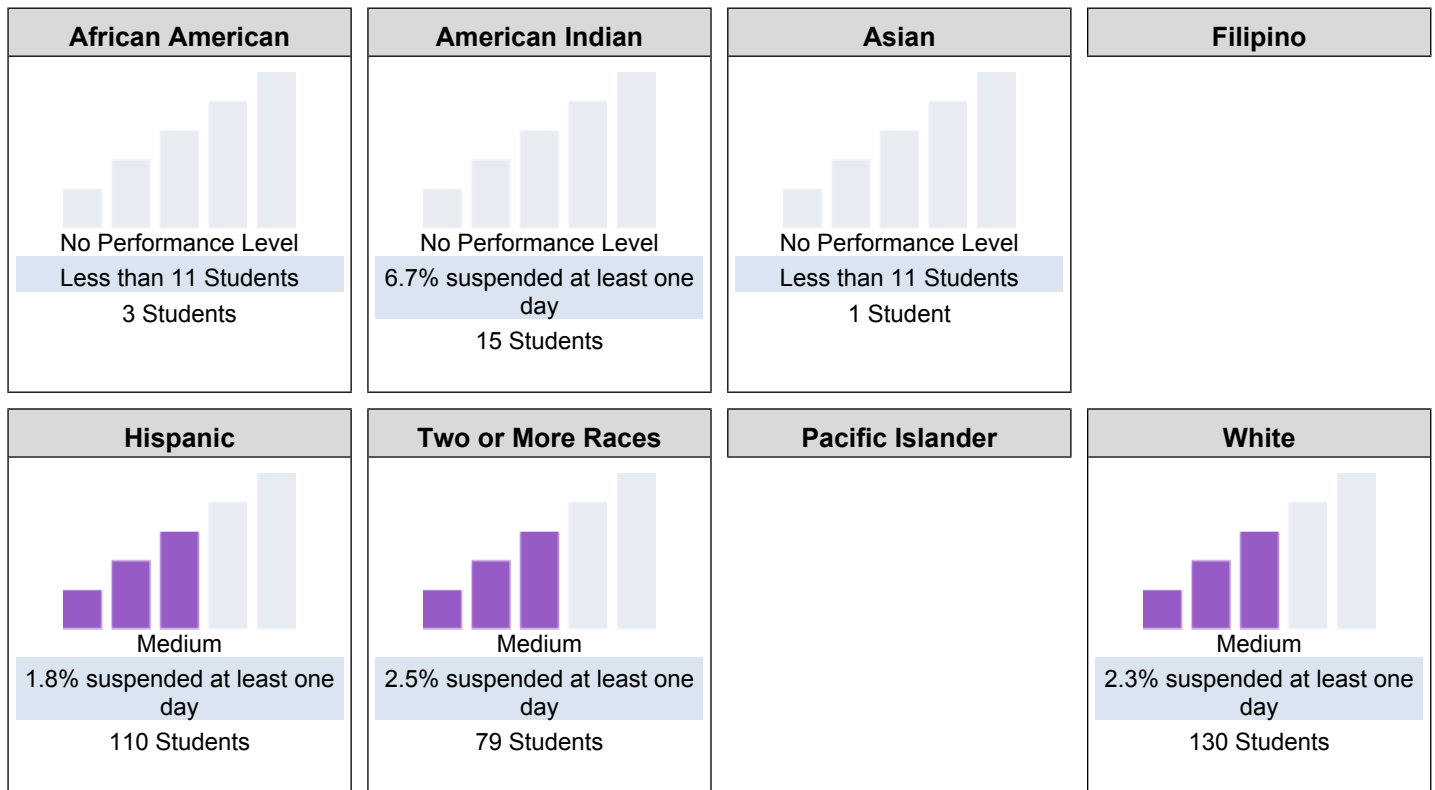
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	4	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>2.4% suspended at least one day</p> <p>338 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>66 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>High</p> <p>3.1% suspended at least one day</p> <p>229 Students</p>	<p>Medium</p> <p>1.6% suspended at least one day</p> <p>64 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. As a staff, we will collectively work to implement every intervention and resource available so as not to have to use suspension as a means to change unwanted behavior.
2. This data is used to increase our school wide efforts for Positive Behavior Intervention Supports. As a result, the SWIS tracking system for referrals was acquired as a means to target areas of concern and handle those situations specifically. In addition, a Behavior Matrix was implemented, with weekly reminders to staff, to follow the steps provided to help diminish the number of school suspensions.
3. Our PBIS committee members work with staff to try all other supportive measures before suspending any student. Additionally, daily bulletins focusing on being "caught" doing acts of kindness are shared with students and staff to remind all to use our mindfulness strategies and kindness intentionality throughout the day.

# 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, Mathematics, and Technology

## LEA/LCAP Goal

Strategy 1: Improve the quality and effectiveness of instruction.

Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested.

Strategy 3: Increase the intervention system effectiveness.

Students will be prepared to be college and/or career ready.

## Goal 1

1. Students will be provided academic support to promote literacy in language, mathematics, and technology. This year continues the focus on implementation of adopted curriculum for ELA (Benchmark Universe) and ELD; Math continues to be supported concurrently by the adopted and supplemental curriculum.

## Identified Need

1. Funding for technology to buy Chromebooks for all students. For 21/22, we shifted the focus to supporting students and staff in using (training and apps) and maintaining technology.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Each classroom maintains functioning tech, as needed	Baseline: As Chromebooks wear out, we must replace Chromebooks and stay up-to-date with current technological practices	By year-end, we need to purchase Chromebooks for all. Done- goal met. Next goal, by year-end, classroom devices will continue to be useable and in good working order.
Each classroom has the apps and software needed for Chromebooks	Baseline: Each classroom has the apps and software needed for Chromebooks	By year-end, and as the need arises, each classroom has the apps and software needed for Chromebooks; plus, the Chromebooks are maintained

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

Continue use of Benchmark Reading Program; Increase use of informational text in leveled/guided reading. Continue to learn to use curriculum materials with fidelity; especially supporting new and new-to-the-grade teachers. Strategy/Activity updated to: Continue use of Benchmark Reading Program (especially to build students' skills and confidence after distance learning).

Use Grade Level, PLC time and other Professional Development days to refine and develop use of reading instructional materials; Implement four collaborative classroom practices

#### 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)

5,000

Source(s)

Title I

Professional development; Substitute time for teachers and para-educators, and cost for attending virtual Professional Development: Provide supplemental pay for teachers to develop and refine instructional materials

Time is essential for site staff to collaborate .

#### 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

Continue collaborative efforts in analyzing student achievement and teaching strategies through PLC activities. Protect PLC time (weekly) and support after school collaboration time when specific opportunities arise.

Implement supplemental materials from curriculums to increase academic knowledge of subgroups

- Use STAR - Renaissance Learning AR, and Checking For Understanding (CFUs) to monitor progress

- Math: focus on computation, vocabulary, mathematical reasoning.

- ELA Core: text complexity, close reading

- Use of trained paraprofessionals to provide ongoing small group support

- Implement Productive Group Work strategies to support EL and mono-lingual students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
91,788	Title I Reading Specialist salary and benefits
72,551	Title I PLC (Power Learning Class) Time Expenses (supplies or presenters) Teachers meet after school. Continue to offer time for teachers to meet and continue to fund PLC time which is manned by para-educators while teachers collaborate. Continue to fund para-educator salaries to support this effort.
1,000	Title II Part A: Improving Teacher Quality Productive Professional Learning team strategies as recommended by CAPS trainers.
53,318	Extended Learning Opportunity Academic Coach Salary and Benefits

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Provide support/ training to Paraprofessionals in:

Effective instruction for intervention Program (Every student participates)

Instructional training when supporting classrooms (academics and behavior)

Training on Renaissance STAR assessments

### 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)
1,000	Extended Learning Opportunity  Professional development on intervention programs; Supplemental time for para-educators, if authorized
1,000	Extended Learning Opportunity  Assessment expenses Renaissance Assessments, travel between schools, extra pay for work after school occasionally
500	Extended Learning Opportunity  Supplemental pay for para-educators for training on Renaissance assessments (two hours)

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Increase Speaking and Listening activities and consider implementation of strategies related to speaking and listening that will give students time to address issues they wish to discuss related to the pandemic. Examine using art and writing activities to support students' social/emotional needs as related to pandemic issues.

Continue implementation of school wide PBIS framework

Refine alignment of homework with classroom instruction

- Discussion of homework purpose; provide homework instruction support for parents and guardians to help students.
- Grade level discussions of what comprises appropriate homework
- Agreement on what is sent home per grade level

Increase writing practice and writing intervention opportunities. Host an Author Visit in Spring.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Extended Learning Opportunity

Funds for programs promoting listening, speaking, SEL, collaboration, and movement opportunities, (i.e. GoNoodle Plus, Generation Genius, Second Step...)

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

Provide time for articulation between grade levels and between schools.

Dissemination of data from assessments to determine areas of strength/need and provide support

- Weekly data discussions in PLC teams four times per month.
- Analysis of CFU, assessments and student success/struggle
- Analysis of subgroup performance and levels required of targeted support

### 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)

1750

Source(s)

Title I

Supplemental pay is needed for articulation (2 hours per teacher at BES, BLE, and BGMS schools/per year)

### Strategy/Activity 6

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

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

All Students

Strategy/Activity

Refine understanding and implementation of Renaissance Assessments to use in conjunction with Everyday Math curriculum

Provide staff support for use of Renaissance Assessments for Math assessments

Increase use of performance assessments and students showing or explaining their thinking on daily work, assessments. Do this early in the school year to gain a picture of student abilities to appropriately plan interventions.

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

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

Amount(s)

1,500

Source(s)

Unrestricted

Publisher training of state-approved math program, Everyday Math, on one early release day, on a variety of dates as the needs arise; Substitute costs, extra work time for para-educators, other expenses related to training

### **Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Review and revise pacing guides, common assessments, and rubrics as needed to reflect CCSS, Everyday Math, Benchmark ELA

Use Grade Level, and PLC time to develop use of assessment materials, define assessments and determine rubrics

### **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)

500

Source(s)

None Specified

PLC-related expenses (mentioned above)

1,500

Unrestricted

Substitute costs for collaboration:

## Strategy/Activity 8

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

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

All Students

### Strategy/Activity

Provide professional development to all staff on Common Core, instructional techniques, and implementation of ELA, Math and Intervention programs.

### 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)

500

Unrestricted

Training expenses related to CCSS professional development.

1000

Unrestricted

Expenses related to para-professionals extending their day to attend Early Release Time training (10 hours each)

1750

Title II Part A: Improving Teacher Quality

Expenses related to extending teachers' days to attend trainings (two hours each).

500

Unrestricted

Instructor expenses

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Our students are experiencing an increase in academic success based on Renaissance Assessments. We are keeping our goals/plans in place to continue this opportunity for increased student achievement. The goals, especially the ones relating to increasing professional development for teachers and classified instructional assistants, are necessary and invaluable

The Identified Need #1 has been met. Our district purchased 1 to 1 tech for every student at Blosser Lane Elementary, 3rd - 5th grades. Presently, our focus is maintaining the equipment, and ensuring we have all necessary components such as software licenses and hardware.

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

We have reinstated collaboration time during Power Learning Class (PLC) Time. This is a primary opportunity for teacher collaboration on data review and PLC structure. Now that we are post-Covid we have the internal staff present to provide student support so teachers may collaborate.

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

We are keeping our goals/plans in place to continue this opportunity for increased student achievement. Due to the impact of the pandemic and remote learning, the need to accelerate learning has been great. Our students will need even more support in learning to read and write; plus, basic math skills.

Financial change:

Strategy/Activity 8, changed value of the amount from \$100 to \$1,000, to cover cost of Expenses related to instructional assistants extending the day to attend Early Release Time training after their hours (10 hours each).

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Intervention; College & Career Readiness

## LEA/LCAP Goal

Strategy 1: Prepare all students to be able to enter the next phase of their education at grade-level in reading/language arts and math

## Goal 2

1. All students will be prepared to be college and/or career ready.

## Identified Need

More students graduating from Willits High School need to be college and career ready. As a 3rd-5th grade school, our role is to have our students reading at grade-level; research shows that if students are not reading at 3rd grade, then likelihood of academic challenges is greater.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

To build skills at Tier 1 level: good first teaching and on providing intervention based on assessment, professional development in reading and language arts that follows the Response to Intervention (RtI) model.

Provide staff development opportunities which include strategies to address EL students' needs and interventions

Provide professional development for parents/guardians/caregivers on supporting struggling readers

English Learner students and struggling students participate in ELA intervention programs



Develop academic vocabulary

Increase use of collaborative groupings

### **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)
750	Title II Part A: Improving Teacher Quality  Staff development expenses: trainers (\$500), supplies (\$250), substitutes if needed, as related to moving struggling students and English learners to standards mastery through the use of Multi-tiered Systems of Support (MTSS)
0	None Specified  Reading teacher salary and related expenses (included above)
2,250	Title III  Expenses related to supplemental pay for teachers and paraprofessionals to attend ELD training (2 hours each)
1,000	Title I  Expenses relating to providing professional development for parents/guardians/caregivers on supporting struggling readers
5,000	Title II Part A: Improving Teacher Quality  Expenses relating to providing professional development at Tier 1 level to build skills on good first teaching and on providing intervention based on assessment, professional development in reading and language arts that follows the Response to Intervention (RtI) model.

### **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

Provide support, in addition to core curricula, to all students at-opportunity, with an equitable program for English Language Learners (including primary language support when possible), focusing on Tier 2 instruction

Provide extra time for paraprofessionals to stay after school or to come in on non-school days to attend staff meetings, as needed

Provide substitute days for teachers to meet to discuss student performance with those providing intervention

Develop the 'map' of our Tier 2 intervention processes within the Rtl triangle.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,000

#### Source(s)

Extended Learning Opportunity

Tier 2 Intervention programs for ELD (Benchmark) and struggling students.

500

Unrestricted

Extra pay for paraprofessionals who stay for training at staff meetings, or who participate in working to develop Tier 2 intervention process (two hours each)

1,500

Unrestricted

Substitute expenses: to allow teachers to observe other teachers or to attend training (three days)

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

We are still working on completing our Rtl map, though we have made progress this year with the addition of regularly scheduled admin team meetings, especially with the SPED Director participating in a key role. This year, we are continuing our participation in the CA Principal's Network (CAPS); the collaborative work is supporting this goal.

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

Our full-time ELD teacher and coordinator no longer works with us because she retired and her position was changed. As such, we no longer have a pull-out ELD teacher or site coordinator, as part of our COVID response model. Teachers are teaching ELD strategies within the context of the classroom day in Designated and Integrated instructional times.

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.

Ideally, it would be beneficial to have a full-time ELD teacher and coordinator after COVID to provide quality designated English instruction. In the meantime, teachers will continue to teach ELD strategies within the context of the classroom day Designated and Integrated instructional times. Targeted reading intervention focusing on decoding is important for all students, but language, vocabulary and syntax for our EL students is critical. Equally important is someone to monitor and analyze ELs progress as a group to provide more support whether through direct instruction or coaching.

# 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

Support of English Language Arts, Mathematics, Science, Social Science, Art, & Music

## LEA/LCAP Goal

Strategy 1: Engage families in supporting school.

Strategy 2: Engage families in practicing healthy lifestyle choices.

## Goal 3

LCAP Goal #3: Create a welcoming school environment where all families and students are valued, acknowledged and provided opportunities to practice healthy lifestyle choices; Increase opportunities for student growth/success thereby increasing student attendance and creating a safe, school environment.

## Identified Need

As identified on the CA Data Dashboard, our chronic absence percentages must improve.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Data Dashboard	57.9% of our students are listed as Chronically Absent on the CA Data Dashboard	Our percentage of students who are Chronically Absent decreases by 10% per year

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

Host functions afterschool, in the evenings, and on weekends, Hold "Back to School Night" and "Open House" (Note: This strategy/activity has been greatly modified due to COVID.)

## 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	None Specified  Food for families at events (PTO supplies)
500	Title I Part A: Parent Involvement  Childcare for students and/or younger siblings (if appropriate) at events

**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**

Encourage family members (through newsletters, digital communication platforms, and word of mouth) to get fingerprinted, so they can volunteer. On some occasions, PTO has reimbursed fingerprinting costs after family members volunteer twice.

Provide fingerprinting opportunities at Back to School Night and/or Open House because there are limited opportunities to get fingerprinted in our town. (We were not allowing volunteers on campus, due to COVID protocols; however, some teachers have encouraged engagement or participation by sending projects home to families, etc)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Title I Part A: Parent Involvement  Fingerprinting agency brought to Back-to-School Night

**Strategy/Activity 3**

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

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

All Students

## Strategy/Activity

### Accessible Family Communication

1. Weekly communication via Robo-call to parents highlighting academic objectives, site specific announcements, and important dates and events, in English and Spanish.
2. Opportunities for parents to volunteer in classes and on field trips, as well as invited to school-wide activities.
3. Ensure familial audience is factored into notifying families of announcements; increase classroom to home communication in Spanish.

### 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)
1,000	LCFF Interpreter costs, banner costs
500	LCFF Radio and newspaper advertising costs (Spanish)
55,322	Extended Learning Opportunity TK-5 Bilingual Family Liaison salary

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Continue to implement the ELD/SDAIE strategies. Ensure that Everyday Math Take Home Books, and other supplies as needed are available in home (primary) language when possible.

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

None

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

We will include Spanish on public banners. We will begin discussions with personnel from BlueZones, so we can provide the most healthy food choices possible.

# 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

Support of English Language Learners

## LEA/LCAP Goal

Strategy #1: Provide professional development, in both ELA and Math, for teachers and para-educators, on best instructional practices for students who are English learners  
Strategy #2: Provide professional development for staff who will be administering the ELPAC  
Strategy #3: Provide professional development for teachers on the Reclassification Process

## Goal 4

100% of English learners will be tested on the summative & initial ELPAC, and all English learners that meet the reclassification criteria will go through the reclassification process to determine eligibility.

## Identified Need

The data on the California Dashboard shows that 25% of our English learners decreased one English Learner Progress Indicator (ELPI) level. It shows that we must build up support for all of our English learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	40.9 % of our English learners progressed at least one ELPI level on the CA Data Dashboard; yet, 25% of our English learners decreased one ELPI level on the CA Data Dashboard	Our percentage of students who decrease one ELPI level, will decrease by 10% per year.

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)

English Learners

**Strategy/Activity**

Strategy #1: Provide professional development, in both ELA and Math, for teachers and para-educators, on best instructional practices for students who are English learners

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Title I Part A: Professional Development (PI Schools)

**Strategy/Activity 2**

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

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

English Learners

**Strategy/Activity**

Strategy #2: Provide professional development for staff who will be administering the ELPAC, and for staff using the Ellevation program, to monitor progress of English learners and to use the data to report to families. This professional development would occur on early release days, so there will be no additional expense.

English Learner students at Blosser Lane Elementary will increase 3% in both the ELA and Math sections of the CAASPP.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

None Specified

### Strategy/Activity 3

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

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

English Learners

#### Strategy/Activity

Strategy #3: Provide professional development for teachers on the Reclassification Process. This professional development would occur on early release days, so there will be no additional expense.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

# 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
------------------	-------------------------	------------------

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	\$81,654
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,979.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$172,089.00
Title I Part A: Parent Involvement	\$1,500.00
Title I Part A: Professional Development (PI Schools)	\$1,000.00
Title II Part A: Improving Teacher Quality	\$8,500.00
Title III	\$2,250.00

Subtotal of additional federal funds included for this school: \$185,339.00

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

State or Local Programs	Allocation (\$)
Extended Learning Opportunity	\$113,640.00
LCFF	\$1,500.00
None Specified	\$500.00
Unrestricted	\$7,000.00

Subtotal of state or local funds included for this school: \$122,640.00

Total of federal, state, and/or local funds for this school: \$307,979.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	113,640.00
LCFF	1,500.00
None Specified	500.00
Title I	172,089.00
Title I Part A: Parent Involvement	1,500.00
Title I Part A: Professional Development (PI Schools)	1,000.00
Title II Part A: Improving Teacher Quality	8,500.00
Title III	2,250.00
Unrestricted	7,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extended Learning Opportunity	113,640.00
	LCFF	1,500.00
	None Specified	500.00
	Title I	172,089.00
	Title I Part A: Parent Involvement	1,500.00

	Title I Part A: Professional Development (PI Schools)	1,000.00
	Title II Part A: Improving Teacher Quality	8,500.00
	Title III	2,250.00
	Unrestricted	7,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,657.00
Goal 2	12,000.00
Goal 3	58,322.00
Goal 4	1,000.00

# 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
Jeff Cramer	Other School Staff Parent or Community Member
Katie Cooley	Classroom Teacher
Olga O'Neill	Parent or Community Member
Abbie Buntin	Classroom Teacher
Nancy Runberg	Principal
Suzanne Matheson	Parent or Community Member
Paulina Paniagua	Parent or Community Member
Jenny Nelson	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
	English Learner Advisory Committee
	Special Education 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 March 3, 2022.

Attested:

Principal, Nancy Runberg on
SSC Chairperson, Jeff Cramer on



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto:LCFF@cde.ca.gov).

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019