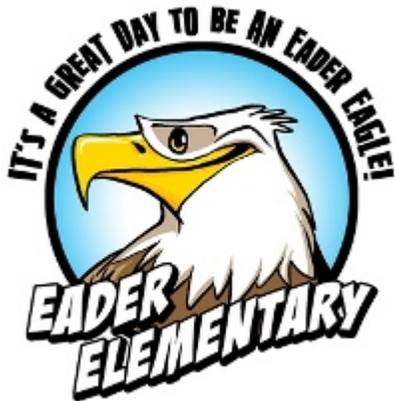


School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name                     | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|-----------------------------------|--|---------------------------|
| John H. Eader Elementary School | 30-66530-6028864                  | 2/16/2021                              | 1/28/2020                 |

## Purpose and Description

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

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.

Eader Elementary School's SPSA maximizes the available resources and is aligned with the HBCSD Local Control and Accountability Plan (LCAP) which focuses on Common Core State Standards, Communication with our school community through engagement and improved services and Connections that support academic success for all district students through the provision of a safe and supportive environment. Additionally, Eader's SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Eader's SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures and activities for specific student groups.

# 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).

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. Of the 3,964 families surveyed, 2,851 responded (72% response rate), 56.3% families preferred a traditional model, 45.5% found a hybrid model suitable, and 73.7% did not prefer a 100% virtual or distance learning model of reopening schools. The results were presented and shared with the community at the July 22, 2020 Board Study Session and posted on the District's website.

At the conclusion of the 2019-2020 school year, a survey was given to families, teachers, and staff to provide input and planning for the 2020-2021 school year.

Survey results indicated the following needs:

- 1) Preference for traditional schedule
- 2) Priority for Health and Safety measures to be taken to ensure safe return to school
- 3) Increase in access and frequency of communication with teacher
- 4) Increase in variety of learning opportunities and programs to mirror that of in-person instruction
- 5) Provide ongoing professional development and resources to support distance learning

An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or blended model when deemed safe to do so. Ten percent of HBCSD families elected to participate in distance learning for the 2020-2021 school year with 21 teachers volunteering to teach in distance learning for the 2020-2021 school year.

The California Healthy Kids Survey was administered to students and parents of 5th/7th graders and to all staff in 2019-2020. Results from the survey indicate areas of need as:

- \* Eader 5th graders feel safe at school and respected by teachers and staff.
- \* Eader 5th graders have high expectations for academics and feel that teachers have high expectations for them.
- \* A large portion of students feel a connection to school and enjoy school activities.
- \* Students would like to have greater participation in choosing school activities and input for school and classroom rules.

## Classroom Observations

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

The site principal conducts formal and informal classroom observations. The formal observations are done in compliance with the Collective Bargaining Agreement between Huntington Beach City School District and Huntington Beach Elementary Teachers Association. Data from observations is used to measure progress on achieving schoolwide goals and shared with staff and individual teachers as applicable, through individual emails, personal conversations, and informal and formal conferences.

## 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)

Staff and grade level PLCs analyze district benchmark results, along with on-going formative assessments (publishers' thematic tests and grade level common assessments) for continuous monitoring and appropriate planning of instruction. Due to school closure, the CAASPP assessment was not given in the 2019-2020 school year and staff was not able to analyze this data.

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

The staff has determined common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers now review the data from the common assessments to determine students' levels of proficiency and then make instructional changes as necessary. Eader Elementary School implements the state Smarter Balanced tests for grades 3-5, ELPAC, Houghton Mifflin California Summatives, trimester writing prompts, DIBELS, and math and English language arts district benchmarks to measure student progress based on the Common Core Standards. Common formative assessments are used for continuous planning for instruction and intervention.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers at Eader School are ESEA compliant and all staff members have been trained in the district programs or are in the process of being trained.

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

The staff participated in professional development in Distance Learning, Canvas, Schools PLP, ST Math and Discovery Science. Teachers use Depth and Complexity, Write From the Beginning, and programs for intervention such as Read Naturally, Accelerated Reader, and ALEKS. Staff has been trained on all and will continue to be trained on Common Core Curriculum. Our SAI (Specialized Academic Instruction) teachers have been trained in Reading Mastery, Corrective Reading, and a specialized math program which meet the needs of students needing intensive intervention.

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

Eader staff will work together in an effort to define a year-long instructional map of the core curricular areas. This work will focus on the Common Core Standards. Staff members attend professional development based on their own professional goals/needs, as well as the district and site uniform trainings. Site-based staff development provides opportunities for learning about and implementing current best practices as they align with the standards and for continued refinement of teaching skills. Throughout the school year staff will continuously refine instruction in the areas of writing, addressing needs of English learners, and will continue with Cognitively Guided Instruction, Extended Children's Mathematics, Direct Interactive Instruction, STMath "Fluency" and web-based Accelerated Reader.

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

Ongoing classroom assistance and support is provided by the principal, professional coaches and peer coaches (ELA, ELD, math and GATE), and through conferences such as Depth and Complexity and Common Core Curriculum. Resources, classroom observations, and staff development are provided, as requested, and as funding permits.

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

Teachers collaborate during their PLC (Professional Learning Community) time. Teachers evaluate data, assessments, and curriculum, and will have the opportunity to plan common curriculum maps and assessments. Teachers will also have the opportunity to visit others' classrooms for collaboration and modeling of learned practices when they are not restricted to cohorts due to the pandemic.

## Teaching and Learning

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

Professional development will be provided on how to optimally utilize the Common Core Standards and formulate them into Measurable Objectives which will be used in lesson development. Assessment will also be developed during the process to assure that teaching objectives are then measured to determine student mastery.

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

Instructional minutes meet the state recommendations in mathematics, language arts, and the required minutes of PE instruction. Teachers share schedules of their week showing the instructional minutes for all subject areas.

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

Grade level PLCs plan and modify their schedules in order to provide rigor and intervention for all ability levels of instruction within the school day. Through on-going formative assessments the scheduling is fluid and adaptable to student needs. Intra-class reading groups are maintained for effective instruction.

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

All students have textbooks and supplemental materials which are standards-based. Support materials are available for differentiated instruction and to address needs of English learners, students with disabilities, and gifted students, i.e. EL Support materials, Challenge, Reteaching Books, and Universal Access materials. Core Instructional materials are purchased through district instructional materials funds. Staff provides input on supplemental instructional materials such as Path to Proficiency, Cognitive Guided Instruction, Write from the Beginning, Depth and Complexity, and Direct Interactive Instruction. STMath, (JiJi) is an additional supplement to the curriculum. ALEKS, a supplemental program for Gifted and Special Needs students is available to supplement the math adoption.

Manipulatives have been purchased to fully implement the CGI program; technology, white boards, markers and poster charts have been purchased to assist teachers in delivery of DII and use of Common Core Standards. More non-fiction books have been purchased for our libraries and classrooms to ensure the Common Core standards are being met.

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

All general education classrooms use state-adopted curriculum. Intervention programs and materials are researched-based and standards-aligned. In addition to in-class intervention, before school intervention classes are taught by credentialed teachers when allowed due to cohort restrictions.

## Opportunity and Equal Educational Access

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

All students get the core content in the general education classroom along with needed support from our SAI teachers and/or aides, in the classroom or in pull out services. The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students are leveled into groups and are given specific instruction in their assessed areas of need; work may be modified and other accommodation are given to meet specific needs of students.

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

All instructional programs are research-based and are standards-aligned. Interventions are used within the school day and in before and after-school programs, by credentialed teachers, as funds and personnel allow. Many professional development opportunities have taken place to assure teachers have the most up-to-date and innovative instructional practices in place.

## Parental Engagement

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

School categorical funding including LCFF-EL are resources which support under-performing students. Our PTA provides monetary support of individual classroom and school-wide instructional materials and programs. Parent volunteers are available to provide additional classroom support for students. Parent Education Nights sponsored through PTA and/or site administrator, and the district office, short-term Counseling, provide additional information and support for students and families.

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

The programs offered at Eader are annually reviewed, open for comment/suggestion, and approved. Parents can review programs during the annual Back-to-School Night, through Site Council meetings, site and district visitations, and by attending information nights offered as necessary.

### Funding

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

Materials for remedial instruction will be purchased using categorical funds and will also pay for credentialed-teacher led intervention classes, before and/or after school, for at-risk students in the areas of reading and math, as staff availability and funds permit.

Fiscal support (EPC)

Fiscal support includes state funds and nominal grant awards.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Stakeholder involvement is a critical component of the development of the SPSA. Eader's SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Eader and district level. Several meetings, at the site level take place in late August and September to look at data and formulate goals for the school year based on school needs. District staff then joins the discussions to offer budgetary information and instructional support to ensure that the site goals are aligned with the district LCAP goals. Eader informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), District Advisory Council(DAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTA for additional parental input. During these parent meetings, School Site Council is also provided an opportunity to complete an annual review of the previous year's SPSA goals. These community groups collaborate in late October to help finalize the SPSA draft before it goes for School Board approval.

## **Resource Inequities**

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                         |        |       |                    |       |       |
|--------------------------------|-------------------------|--------|-------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment   |        |       | Number of Students |       |       |
|                                | 18-19                   | 19-20  | 20-21 | 18-19              | 19-20 | 20-21 |
| American Indian                | %                       | 0%     | %     |                    | 0     |       |
| African American               | 0.36%                   | 0.74%  | 0.7%  | 2                  | 4     | 3     |
| Asian                          | 6.08%                   | 5.38%  | 7.7%  | 34                 | 29    | 32    |
| Filipino                       | 0.89%                   | 0.37%  | 0.5%  | 5                  | 2     | 2     |
| Hispanic/Latino                | 15.74%                  | 17.07% | 17.3% | 88                 | 92    | 72    |
| Pacific Islander               | %                       | 0%     | %     |                    | 0     |       |
| White                          | 66.55%                  | 64.38% | 59.6% | 372                | 347   | 248   |
| Multiple/No Response           | 8.77%                   | 2.23%  | 11.8% | 49                 | 53    | 49    |
|                                | <b>Total Enrollment</b> |        |       | 559                | 539   | 416   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 18-19              | 19-20 | 20-21 |
| Kindergarten                      | 98                 | 81    | 63    |
| Grade 1                           | 101                | 93    | 56    |
| Grade 2                           | 86                 | 101   | 71    |
| Grade3                            | 98                 | 86    | 79    |
| Grade 4                           | 77                 | 97    | 65    |
| Grade 5                           | 99                 | 81    | 82    |
| <b>Total Enrollment</b>           | 559                | 539   | 416   |

### Conclusions based on this data:

1. Eader's enrollment decreased slightly in 19-20.
2. Eader has a large amount of inter-district transfers which helps to keep enrollment consistent as the neighborhood experiences a decline in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 18-19              | 19-20 | 20-21 | 18-19               | 19-20 | 20-21 |
| English Learners                              | 17                 | 12    | 8     | 3.0%                | 2.2%  | 1.9%  |
| Fluent English Proficient (FEP)               | 19                 | 19    | 15    | 3.4%                | 3.5%  | 3.6%  |
| Reclassified Fluent English Proficient (RFEP) | 0                  | 3     | 1     | 0.0%                | 17.6% | 8.3%  |

### Conclusions based on this data:

1. Eader experienced a slight decrease in English Learners in 19-20.
2. Eader continues to have a small population of English learners and does not need to form an ELAC at this time.

# School and Student Performance Data

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 96                     | 78    | 97    | 91                   | 77    | 95    | 91                 | 77    | 95    | 94.8                   | 98.7  | 97.9  |
| Grade 4                                | 94                     | 89    | 76    | 90                   | 84    | 75    | 90                 | 84    | 75    | 95.7                   | 94.4  | 98.7  |
| Grade 5                                | 106                    | 91    | 97    | 103                  | 89    | 97    | 103                | 89    | 97    | 97.2                   | 97.8  | 100   |
| All Grades                             | 296                    | 258   | 270   | 284                  | 250   | 267   | 284                | 250   | 267   | 95.9                   | 96.9  | 98.9  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2479.            | 2475. | 2477. | 42.86      | 49.35 | 43.16 | 35.16          | 22.08 | 28.42 | 17.58             | 14.29 | 20.00 | 4.40           | 14.29 | 8.42  |
| Grade 4                              | 2535.            | 2528. | 2530. | 56.67      | 50.00 | 54.67 | 21.11          | 32.14 | 21.33 | 20.00             | 11.90 | 12.00 | 2.22           | 5.95  | 12.00 |
| Grade 5                              | 2558.            | 2579. | 2569. | 38.83      | 51.69 | 52.58 | 39.81          | 33.71 | 29.90 | 12.62             | 8.99  | 8.25  | 8.74           | 5.62  | 9.28  |
| All Grades                           | N/A              | N/A   | N/A   | 45.77      | 50.40 | 49.81 | 32.39          | 29.60 | 26.97 | 16.55             | 11.60 | 13.48 | 5.28           | 8.40  | 9.74  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 3  | 42.86            | 49.35 | 45.26 | 46.15                 | 37.66 | 43.16 | 10.99            | 12.99 | 11.58 |  |
| Grade 4  | 46.67            | 35.71 | 46.67 | 51.11                 | 59.52 | 40.00 | 2.22             | 4.76  | 13.33 |  |
| Grade 5  | 37.86            | 48.31 | 49.48 | 55.34                 | 44.94 | 42.27 | 6.80             | 6.74  | 8.25  |  |
| All Grades   | 42.25            | 44.40 | 47.19 | 51.06                 | 47.60 | 41.95 | 6.69             | 8.00  | 10.86 |  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 39.56            | 48.05 | 40.00 | 51.65                 | 33.77 | 50.53 | 8.79             | 18.18 | 9.47  |
| Grade 4   | 55.56            | 52.38 | 49.33 | 40.00                 | 40.48 | 42.67 | 4.44             | 7.14  | 8.00  |
| Grade 5   | 48.54            | 68.54 | 58.76 | 42.72                 | 25.84 | 36.08 | 8.74             | 5.62  | 5.15  |
| All Grades  | 47.89            | 56.80 | 49.44 | 44.72                 | 33.20 | 43.07 | 7.39             | 10.00 | 7.49  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 37.36            | 27.27 | 27.37 | 57.14                 | 62.34 | 66.32 | 5.49             | 10.39 | 6.32  |
| Grade 4   | 40.00            | 38.10 | 32.00 | 52.22                 | 59.52 | 62.67 | 7.78             | 2.38  | 5.33  |
| Grade 5   | 27.18            | 34.83 | 35.05 | 66.02                 | 59.55 | 57.73 | 6.80             | 5.62  | 7.22  |
| All Grades  | 34.51            | 33.60 | 31.46 | 58.80                 | 60.40 | 62.17 | 6.69             | 6.00  | 6.37  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 41.76            | 45.45 | 41.05 | 51.65                 | 46.75 | 47.37 | 6.59             | 7.79  | 11.58 |
| Grade 4  | 47.78            | 41.67 | 40.00 | 51.11                 | 51.19 | 52.00 | 1.11             | 7.14  | 8.00  |
| Grade 5  | 49.51            | 56.18 | 54.64 | 44.66                 | 38.20 | 37.11 | 5.83             | 5.62  | 8.25  |
| All Grades   | 46.48            | 48.00 | 45.69 | 48.94                 | 45.20 | 44.94 | 4.58             | 6.80  | 9.36  |

**Conclusions based on this data:**

1. In the overall performance data, a majority of our students met or exceeded performance standards. Further analysis of data is needed to identify students that have nearly met standards. Targeting these students will increase the percentage of students meeting standards.
2. Eader experienced an increase of students' participation rate and met the State requirement of 98% participation.
3. Fourth grade students experienced an increase in students not meeting standards. Fifth grade teachers will need to differentiate instruction to meet the needs of this group of students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 96                     | 78    | 97    | 91                   | 76    | 95    | 91                 | 76    | 95    | 94.8                   | 97.4  | 97.9  |
| Grade 4                                | 94                     | 89    | 76    | 90                   | 84    | 76    | 90                 | 84    | 76    | 95.7                   | 94.4  | 100   |
| Grade 5                                | 106                    | 91    | 97    | 102                  | 89    | 97    | 102                | 89    | 97    | 96.2                   | 97.8  | 100   |
| All Grades                             | 296                    | 258   | 270   | 283                  | 249   | 268   | 283                | 249   | 268   | 95.6                   | 96.5  | 99.3  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2493.            | 2490. | 2486. | 42.86      | 42.11 | 44.21 | 40.66          | 35.53 | 33.68 | 12.09             | 14.47 | 13.68 | 4.40           | 7.89  | 8.42  |
| Grade 4                              | 2546.            | 2540. | 2530. | 54.44      | 50.00 | 40.79 | 32.22          | 29.76 | 32.89 | 13.33             | 17.86 | 23.68 | 0.00           | 2.38  | 2.63  |
| Grade 5                              | 2572.            | 2581. | 2574. | 52.94      | 57.30 | 50.52 | 23.53          | 25.84 | 29.90 | 18.63             | 10.11 | 11.34 | 4.90           | 6.74  | 8.25  |
| All Grades                           | N/A              | N/A   | N/A   | 50.18      | 50.20 | 45.52 | 31.80          | 30.12 | 32.09 | 14.84             | 14.06 | 15.67 | 3.18           | 5.62  | 6.72  |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 3  | 63.74            | 65.79 | 64.21 | 30.77                 | 22.37 | 22.11 | 5.49             | 11.84 | 13.68 |  |
| Grade 4  | 74.44            | 65.48 | 63.16 | 22.22                 | 29.76 | 27.63 | 3.33             | 4.76  | 9.21  |  |
| Grade 5  | 60.78            | 64.04 | 62.89 | 24.51                 | 25.84 | 25.77 | 14.71            | 10.11 | 11.34 |  |
| All Grades   | 66.08            | 65.06 | 63.43 | 25.80                 | 26.10 | 25.00 | 8.13             | 8.84  | 11.57 |  |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 49.45            | 44.74 | 46.32 | 43.96                 | 43.42 | 50.53 | 6.59             | 11.84 | 3.16  |
| Grade 4  | 47.78            | 54.76 | 40.79 | 44.44                 | 38.10 | 43.42 | 7.78             | 7.14  | 15.79 |
| Grade 5  | 47.06            | 58.43 | 44.33 | 45.10                 | 31.46 | 44.33 | 7.84             | 10.11 | 11.34 |
| All Grades   | 48.06            | 53.01 | 44.03 | 44.52                 | 37.35 | 46.27 | 7.42             | 9.64  | 9.70  |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 54.95            | 48.68 | 50.53 | 40.66                 | 44.74 | 40.00 | 4.40             | 6.58  | 9.47  |
| Grade 4  | 58.89            | 52.38 | 42.11 | 36.67                 | 40.48 | 48.68 | 4.44             | 7.14  | 9.21  |
| Grade 5  | 44.12            | 52.81 | 43.30 | 44.12                 | 40.45 | 45.36 | 11.76            | 6.74  | 11.34 |
| All Grades   | 52.30            | 51.41 | 45.52 | 40.64                 | 41.77 | 44.40 | 7.07             | 6.83  | 10.07 |

**Conclusions based on this data:**

1. In the overall performance data, a majority of our students met or exceeded performance standards. Further analysis of data is needed to identify students that have nearly met standards. Targeting these students will increase the percentage of students meeting standards.
2. Eader experienced an increase of students' participation rate and met the State requirement of 98% participation.
3. There is 6.72% of our students not meeting standards in mathematics, thus the goals to continue to implement best practices, differentiated instruction, and interventions, to bring students into the meeting standards category.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |               |       |                  |       |                           |       |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level  | Overall |       | Oral Language |       | Written Language |       | Number of Students Tested |       |
|  | 17-18   | 18-19 | 17-18         | 18-19 | 17-18            | 18-19 | 17-18                     | 18-19 |
| Grade K  | *       | *     | *             | *     | *                | *     | *                         | *     |
| Grade 1  |         | *     |               | *     |                  | *     |                           | *     |
| Grade 2  | *       | *     | *             | *     | *                | *     | *                         | *     |
| Grade 3  | *       | *     | *             | *     | *                | *     | *                         | *     |
| Grade 4  | *       | *     | *             | *     | *                | *     | *                         | *     |
| Grade 5  | *       | *     | *             | *     | *                | *     | *                         | 6     |
| All Grades   |         |       |               |       |                  |       | 13                        | 14    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level   | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|   | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| 4   | *       | *     | *       | *     |         | *     |         | *     | *                        | *     |
| All Grades  | *       | 57.14 | *       | 14.29 | *       | 7.14  |         | 21.43 | 13                       | 14    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level  | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|  | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| All Grades   | 92.31   | 71.43 | *       | 7.14  |         | 0.00  |         | 21.43 | 13                       | 14    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level   | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|   | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| 4   | *       | *     | *       | *     | *       | *     |         | *     | *                        | *     |
| All Grades  | *       | 21.43 | *       | 35.71 | *       | 21.43 | *       | 21.43 | 13                       | 14    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |  |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |  |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |  |
| All   | *              | 35.71 | *                   | 50.00 |           | 14.29 | 13                       | 14    |  |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level  | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|  | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| All Grades   | 100.00         | 78.57 |                     | 0.00  |           | 21.43 | 13                       | 14    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| All Grades  | *              | 42.86 | *                   | 28.57 | *         | 28.57 | 13                       | 14    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| All Grades  | *              | 14.29 | *                   | 64.29 | *         | 21.43 | 13                       | 14    |

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

| 2019-20 Student Population                     |   |   |  |
|--|---|---|--|
| Total Enrollment                               | Socioeconomically Disadvantaged   | English Learners  | Foster Youth   |
| 539  | 18.2  | 2.2   | 0.7  |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 12    | 2.2        |
| Foster Youth                                      | 4     | 0.7        |
| Homeless  | 3     | 0.6        |
| Socioeconomically Disadvantaged                   | 98    | 18.2       |
| Students with Disabilities                        | 54    | 10.0       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 4     | 0.7        |
| Asian                        | 29    | 5.4        |
| Filipino                     | 2     | 0.4        |
| Hispanic                     | 92    | 17.1       |
| Two or More Races            | 53    | 9.8        |
| White                        | 347   | 64.4       |

### Conclusions based on this data:

1. Eader has experienced an increase of students considered socioeconomically disadvantaged.
2. This year, Eader will implement intervention to target these students.
3. Eader has a low percentage of English Learners.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate  |
|--|--|---|
| <b>English Language Arts</b><br><br>Green | <b>Chronic Absenteeism</b><br><br>Green | <b>Suspension Rate</b><br><br>Blue |
| <b>Mathematics</b><br><br>Green           |  |   |

#### Conclusions based on this data:

1. Eader will continue to implement best instructional practices to remain a high achieving school.
2. A focus on attendance to decrease the number of chronically absent students prompted a move from orange to green on the dashboard.

# School and Student Performance Data

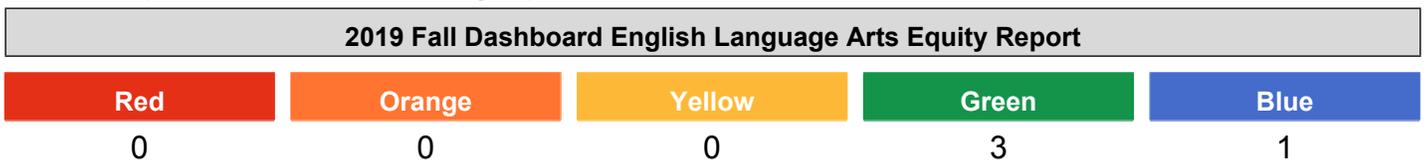
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group                                      |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p>Green</p> <p>56.9 points above standard</p> <p>Declined -3.5 points</p> <p>266</p>          | <p><b>English Learners</b></p> <p>No Performance Color</p> <p>51.5 points above standard</p> <p>Increased Significantly<br/>++46.2 points<br/>14</p> | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>29.1 points above standard</p> <p>Declined -7.4 points</p> <p>49</p>                   | <p><b>Students with Disabilities</b></p> <p>Green</p> <p>17.7 points above standard</p> <p>Increased ++12.3 points</p> <p>34</p> |

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

| African American   | American Indian  | Asian  | Filipino   |
|--|--|--|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>82.6 points above standard<br>Declined -4.7 points<br>18 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 |
| Hispanic   | Two or More Races  | Pacific Islander   | White  |
| <br>Green<br>41.2 points above standard<br>Declined -4.6 points<br>40                   | <br>No Performance Color<br>56.2 points above standard<br>Declined Significantly -26.8 points<br>13 | <br>No Performance Color<br>0 Students   | <br>Blue<br>59.7 points above standard<br>Maintained -2.2 points<br>188                 |

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| Current English Learner                                     | Reclassified English Learners                               | English Only  |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy<br>8 | Less than 11 Students - Data Not Displayed for Privacy<br>6 | 56.5 points above standard<br>Declined -5.7 points<br>246 |

**Conclusions based on this data:**

- Based on overall performance across the subgroups, Eader is performing at a high level with only slight decreases (3.5 overall). Eader will continue to focus on first best instruction for all students.
- Staff will continue to provide support and intervention for students in areas of need.

# School and Student Performance Data

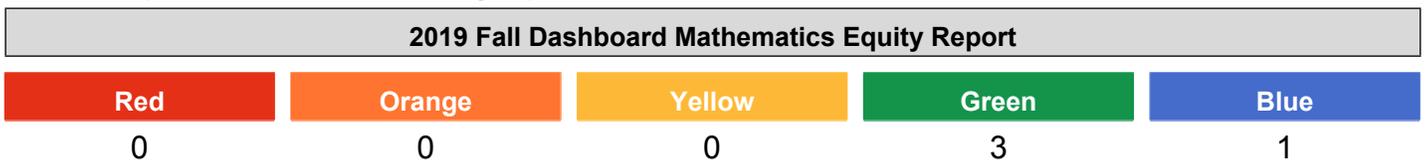
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group          |  |  |
|---|--|--|
| All Students  | English Learners   | Foster Youth   |
| Green<br>47.9 points above standard<br>Declined -7.1 points<br>266                  | No Performance Color<br>43.4 points above standard<br>Increased Significantly<br>++41.4 points<br>14 |  |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities                                       |
| No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | Green<br>15.5 points above standard<br>Declined -11.8 points<br>49                                   | Green<br>6.3 points above standard<br>Declined -5.5 points<br>34 |

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

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |  | <br>No Performance Color<br>86.9 points above standard<br>Declined Significantly -26.5 points<br>18 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Green<br>12.6 points above standard<br>Declined Significantly -17.2 points<br>40    | <br>No Performance Color<br>26.7 points above standard<br>Declined Significantly -21.3 points<br>13 |   | <br>Blue<br>55.1 points above standard<br>Maintained -2.2 points<br>188                 |

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                                     | Reclassified English Learners                               | English Only  |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy<br>8 | Less than 11 Students - Data Not Displayed for Privacy<br>6 | 47.4 points above standard<br>Declined -9 points<br>246 |

**Conclusions based on this data:**

1. Mathematics is an area of strength at Eader. Staff will continue to provide differentiated instruction using CGI, Number Talks and adopted curriculum.
2. Eader experienced a decline in proficiency in mathematics overall. Focused attention on low performing students will increase to improve proficiency.

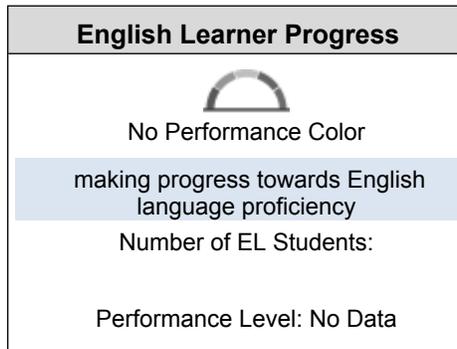
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

### Conclusions based on this data:

- N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 2      | 1      | 2     | 1    |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <p>Green</p> <p>5.6</p> <p>Declined -1.3</p> <p>569</p>  | <p><b>English Learners</b></p> <p>No Performance Color</p> <p>9.5</p> <p>Increased +3.6</p> <p>21</p>    | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>12.5</p> <p>Increased +1.6</p> <p>112</p> | <p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>7.7</p> <p>Maintained 0</p> <p>65</p>                               |

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

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 | <br>Blue<br>0<br>Maintained 0<br>34   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>13.3<br>Increased +5<br>90  | <br>Green<br>5<br>Declined -3.3<br>60   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 | <br>Green<br>4.2<br>Declined -2.6<br>377  |

**Conclusions based on this data:**

1. A focus on increasing awareness of good attendance patterns will continue.
2. Staff will continue to support good classroom attendance through information sharing, positive incentives, and other supportive strategies.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

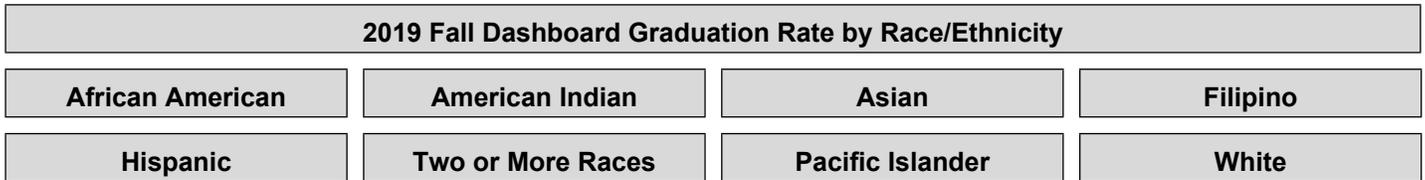
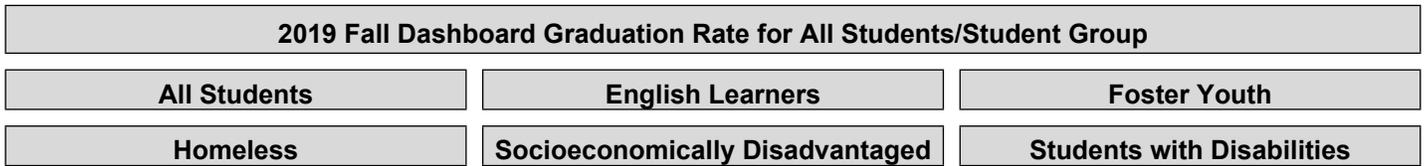
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

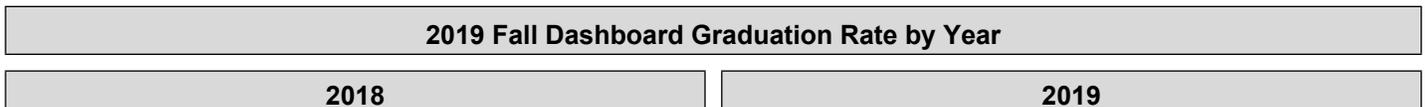
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. N/A

# School and Student Performance Data

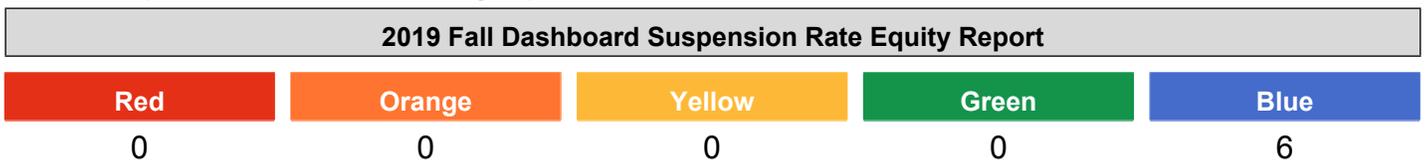
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group                                  |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.5</p> <p>575</p>                     | <p><b>English Learners</b></p> <p>No Performance Color</p> <p>0</p> <p>Declined -11.8</p> <p>21</p> | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p> |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -1.7</p> <p>117</p>  | <p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Declined -4.6</p> <p>66</p>            |

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

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data<br>3 |  | <br>Blue<br>0<br>Maintained 0<br>35 | <br>No Performance Color<br>Less than 11 Students - Data<br>5 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Blue<br>0<br>Maintained 0<br>91                           | <br>Blue<br>0<br>Maintained 0<br>61 |   | <br>Blue<br>0<br>Declined -0.8<br>380                         |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 0.5  | 0    |

**Conclusions based on this data:**

1. Overall suspension rate is low and is only used in extreme situations per Ed code.
2. A focus on our PBIS behavior intervention program to decrease the necessity for suspension as a means of discipline action.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HBCSD will provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program (English Language Arts Mathematics Science Social Studies Fine Arts Physical Education) and supporting all employees with comprehensive Professional Development to support each staff member with the skills to be successful.

## Goal 1

Students increase proficiency by 3% in ELA and Math in all subgroups through first, best instruction.

## Identified Need

Due to school closure and remote learning, and in order to address student regression and recoupment, Eader needs to increase the number of students moving from level 2 to levels 3 and 4 as reported in CASSPP using 2018-2019 data.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome   |
|--|---|--|
| SBAC ELA and Math, DIBELS, STAR Early Literacy, STAR Reading, STAR Math, Utilization of Canvas, % of utilization of AR/Renaissance Reading Instruction, ST Math, Technology trainings participation by staff, PD Survey results. | SBAC Data from the 18-19 school year was used due to Covid-19 school closures in March. Our proficiency rates were: 3rd 72%, 4th 76%, 5th 81% | Students will increase proficiency by 3% in ELA and Math in all subgroups. |

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

Renaissance Contract- comprehensive pre-K–12 interim and formative assessment suite available, Renaissance Star 360® delivers the valid, reliable screening, progress monitoring, and student growth data you need to make informed decisions. Guide greater student growth as you lead students toward mastery of state-specific learning standards for reading, math, and early literacy. Suite includes STAR 360, Accelerated Reader, Renaissance platform and data dashboard.

### 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)

37,500

Source(s)

District Funded

## Strategy/Activity 2

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

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

Special Education Student Group

Strategy/Activity

Sonday System Intervention - comprehensive line of materials to provide multisensory reading instruction to students from pre-K through 5th grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement and highly effective.

### 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)

495

Source(s)

District Funded

## Strategy/Activity 3

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Eader Elementary was unable to complete the implementation of Write From the Beginning. Instead, instruction shifted from in-person to emergency remote learning.

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Eader was unable to implement our plan. Instead, instruction shifted from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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

As a result of the coronavirus shut down in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes. Data compiled from teacher and curriculum based assessments indicate a need for improving student recoupment of progress and to decrease the regression students experienced due to remote learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HBCSD will engage families and stakeholders through ongoing communication, collaborative decision making, and the development of academic partnerships to address achievement, behavioral, and social-emotional development in order to develop trust, respect, and strong academic performance in all schools throughout our district.

## Goal 2

By June 2021, schools will utilize various communication platforms to engage families and develop academic partnerships.

## Identified Need

Parents play an integral role in the education of Eader Students. Our school's connection with parents and families declined due to the pandemic. Due to remote learning and the inability to host families on campus, the need to strengthen communication and connections with families has increased.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome   |
|--|---|--|
| Attendance rates, Discipline data, Suspension Data, Surveys, SeeSaw Data, ParentSquare Data, Canvas. | As noted on our site state dashboard, Eader was noted in the blue range for suspensions and discipline related issues. Eader's attendance was noted in the green range for students who missed 30 or more days of school. | Eader will increase parent engagement as evidenced by Eader's reach and frequency of communication, i.e. weekly newsletter, appreciations/responses, participation in school committees. |

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

Follett Destiny Resource Manager - Follett Destiny Resource Manager- Library Manager is a complete library management system that allows librarians and administrators to keep thorough, real-time track of a library's inventory and media assets and gives students a fun means of discovery and reading.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,394

Source(s)

District Funded

### 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

Parent Square Communication- to provide families with a more comprehensive communication platform. ParentSquare provides a more user-friendly interface and increased functionality over the platform previously used in HBCSD. The ParentSquare platform will be used at the school and district level to facilitate communication with HBCSD families. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred language. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income 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)

4,000

Source(s)

District Funded

### 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

Canvas (instructure)- learning management system- Canvas learning management solution, which allows accessibility for students struggling to learn, i.e. students with disabilities, English Learners, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on line of text, highlighting features, and audio and visual supports.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,350

Source(s)

District Funded

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Expenditures in the plan were implemented as intended. However, in March instruction shifted from in-person to emergency remote.

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

Instruction shifted from in-person to emergency remote.

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

As a result of the coronavirus shut down in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes. Site goals have been amended to reflect the needs of students in remote learning circumstances.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HBCSD will ensure access to 21st century learning environment and development of 21st century skills in the areas of communication, collaboration, critical thinking, and creativity.

## Goal 3

Increase student performance on SBAC claims by 1% as evidenced on teacher lessons/units of instruction addressing higher level thinking skills (5Cs).

## Identified Need

With the increasing expectation for students to be able to think critically and solve problems, we must provide instruction that both challenges their ability to use critical thinking skills while building their foundational understanding. As well, students need practice working at the higher Depth of Knowledge levels.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| Implemented classroom lessons/units of instruction-including depth of complexity, DOK levels, SBAC claims, Increased number of student voice/choice (student led) projects, Project based learning, student leadership groups, % of staff participation in trainings, PD survey results | Critical thinking skills, including DOK levels, are integrated into classroom lessons and instruction. The icons of DOK are used to assess student progress and understanding. Classroom formative assessments informs ongoing instruction and provides indications as to student understanding and performance levels. | Students will increase performance on SBAC claims by 1% as evidenced on DOK levels 3 and 4. |

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

MIND Research - a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Educators use this program to deeply engage, motivate, and challenge students toward higher achievement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

District Funded

**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

MyOn! -Renaissance MyOn Reader (a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, including Spanish books) and IlluminateEd (to serve as a central bank for assessment, collection, and analysis of data sets from a variety of technology platforms). This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income 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)

5,742

Source(s)

District Funded

**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 access to all Eader students to expansive reading materials that support both the reading of expository and informational text (Library Media Center).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

Site Formula Funds

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Previously, this goal addressed chronic absenteeism. Strategies to improve attendance were implemented until March 2020 when Eader moved from in-person to emergency remote.

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

There were no differences between the intended implementation and budgeted expenditures until March of 2020.

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.

Eader's chronic absenteeism improved and the school remains in the green area on the site dashboard. A new goal to address critical thinking skills to align with the District LCAP goals will replace this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

# Budget Summary

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

## Budget Summary

| Description   | Amount      |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$59,481.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| District Funded         | \$57,481.00     |
| Site Formula Funds      | \$2,000.00      |

Subtotal of state or local funds included for this school: \$59,481.00

Total of federal, state, and/or local funds for this school: \$59,481.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members       | Role                       |
|-----------------------|----------------------------|
| Carolyn Beck          | Principal                  |
| Shannon Samples       | Other School Staff         |
| Jeff Collins          | Classroom Teacher          |
| Tonya Signor          | Classroom Teacher          |
| Courtney Neil         | Classroom Teacher          |
| Tara Barton           | Parent or Community Member |
| Kimberly Banker       | Parent or Community Member |
| Myrna Bacurin         | Parent or Community Member |
| Holly Haynes-Nicholls | Parent or Community Member |
| Michelle Edpao        | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 2/16/2021.

Attested:

*Carolyn Beck*  
*Nichelle Edpao*

Principal, Carolyn Beck on 2/16/2021

SSC Chairperson, Michelle Edpao on 2/16/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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