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
S. A. Moffett Elementary School	30-66530-6095111	1/23/2020	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.

Moffett 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 learning environment. Additionally, Moffett's SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Moffett'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:
Meaningful participation in school (greater say in what students learn)

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 makes formal and informal classroom observations. Formal observations are completed in compliance with the Collective Bargaining Agreement between the Huntington Beach City School District and Huntington Beach City Teacher's Association. The informal observations are completed as often as possible and at different times throughout the day. The data from informal observations is used by the whole staff to measure progress on achieving school-wide goals. All observations are another source of information to better address student needs and to improve student learning at our school. Teachers utilize peer observation as a method of improving instructional practices. In conducting these observations, we are better able to practice appropriate program implementation and increase commonality in implementation.

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)

A variety of assessment tools are used to measure student performance and to evaluate programs. The results of school demographic and student performance data from SBAC are used for program evaluation and to plan for program improvement. Individual student scores on the our benchmark assessments and SBAC are used to monitor student achievement. Claims, as noted on CCSS, are analyzed to ensure that students develop mastery of 21st century skills. Data from these multiple measures are examined, trends are analyzed, and school-wide program decisions are made.

Results of our summative student performance data are analyzed annually to determine relative strengths and weaknesses. This data is used to evaluate program effectiveness over time as well as to track the improvement of student groups on the SBAC. Grade level, school-wide, and individual student progress is analyzed. Areas of need are identified and action plans that include staff development and the purchase of instructional materials are implemented.

Accelerated Reader assessments, DIBELS Next assessments, and ST Math progress monitoring as well as district-wide benchmarks are administered to all students a minimum of three times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice. Teachers use data from progress monitoring and guided reading/reciprocal teaching to assess student performance in reading and modify their instruction accordingly. Grade level teams examine student performance data and identify grade level goals.

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

The staff of Moffett have determined common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers review the data from benchmark and other common assessments to determine students level of proficiency and then make instructional changes as necessary. Moffett Elementary implements district-wide assessments in ELA and math to measure student progress based on the California Common Core Standards. We also use our scores from DIBELS Next and benchmark testing to measure progress. Teachers review the data from these assessments to measure student level of proficiency and to determine if instructional changes or student support is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Moffett School staff meets the ESEA requirements for being highly qualified.

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

The teaching staff was previously trained to implement our CCSS aligned math materials. This year, staff were trained in the new English Language Arts adoption. As well, training in the CCSS-ELA and the Language Arts Capacities occurred and is on-going this school year. Staff continue to implement DIBELS Next as part of our ELA program.

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

Staff development at Moffett School is guided by three questions: What are all students expected to know and be able to do? What must teachers know and do in order to ensure student success? Where must we focus our staff development efforts to meet both goals? High quality staff development is essential to creating schools in which all students and staff members are learners who continually improve their performance.

At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans that include staff development. Planning day schedule, every Thursday, facilitates grade level team and whole staff collaboration. Staff meetings are important forums for staff development. Frequently, journal article and research documents are shared with teachers for review and support of current practice.

In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reference the California Standards for the Teaching Profession as a tool to reflect upon their own performance and to identify areas for individual and collective growth. During the instructional supervision process, the principal facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning.

Teachers regularly engage in dialogue about best practice and research-based instruction during grade level and full staff meetings. Professional publications and memberships in such organizations as the Association for Supervision and Curriculum Development and the International Reading Association are purchased and shared with staff. The Principal's Bookshelf and the Professional Bookshelf in the library provide a wide array of reading and viewing materials.

At Moffett School, technology use complements rather than replaces successful methods that teachers use to help students develop skills and understanding. Teacher leaders provide on-going support, coaching, and training.

PROFESSIONAL LEARNING COMMUNITY
Continuous and sustainable school improvement requires three ingredients: a shared language, an empowered leadership group, and time. The PLC provides a framework for continuous and sustainable school improvement. The essential elements of a PLC include: clarity of purpose, precision in the use of concepts and language, learning through doing as part of the teacher's daily work, interdependent action through teamwork, and a results orientation that focuses on the learning of every student. Teachers at Moffett School understand and implement the elements of PLC.

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

This year, through support of the district office, site-based math coaches meet with grade level teams to support on-going instructional improvement in math focused on the Common Core Standards instruction. ELA coaches will support our new ELA adoption and provide teachers on-going training in our common ELA practices with programs such as Write from the Beginning and The Daily Five/CAFE. On-going classroom assistance and support is provided by our Curriculum Cadre and school level trainer of trainers. These professionals provide resources, intervention groups for students, oversee intervention schedule and program, and classroom modeling. Discovery Science and Canvas training will be provided to teachers. Technology support and training will also be provided with a focus on meeting individual teacher's needs.

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

Teachers collaborate on a weekly/bi-weekly basis during our PLC (Professional Learning Community) time. Teachers evaluate data, instruction, assessments, and curriculum. They also design and plan for intervention and intervention grouping. Teachers collaborate at grade level meetings to discuss school business and other needs. Curriculum Cadre meets monthly (or more) to discuss and problem solve school-wide needs and issues. This information is then disseminated to the staff through grade level teams.

Teaching and Learning

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

The goal of the instructional program at Moffett School is to ensure access to high-quality curriculum and instruction for all students in order to meet or exceed the Common Core Standards. The goals outlined in the Single School Plan for Student Achievement are designed to ensure access and understanding for all students, including English Language Learners, advanced learners, students with identified disabilities, and under-performing students.
HBCSD, as part of our on-going professional development, will continue working with teachers on how to ensure first best instruction and aligned of the Common Core Standards. Assessments, which are aligned to the standards as well as the SBAC format, are used to ensure alignment of the written, taught, and tested curriculum.

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

All instructional minutes meet the state recommendation in mathematics and language arts. HBCSD is including concepts from both social studies and science into the Language Arts curriculum through the incorporation of informational text materials.

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

During the 2020-2021 school year, the staff will continue to implement common pacing practices, based on PLC discussions and Standards Sequence Schedule, for mathematics and language arts. During the 2020-2021 school year, staff continues to refine these practices and adjust pacing based on student performance results. Through data analysis, students in need of intervention and support are identified. Interventions are implemented and students are monitored for progress. Enrichment activities are also provided as students show need for additional engagement.

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

With the implementation of Common Core, HBCSD adopted McGraw Hill math materials, available to all students, to be used in conjunction with ECM, Number Talks, and ST Math. All Moffett's K-5 teachers are committed to implementing Number Talks and ST Math as part of our math instructional program. The district adopted Houghton Mifflin Harcourt for use with our language arts program this school year. Teachers received training in the use of the materials and will continue to receive support throughout this school year.

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

HBCSD adopted state-approved materials for ELA. Through a district process, materials were identified and purchased. Until then, we will continue to enhance our use of non-fiction readers and other materials on site. As well, teachers access Inspire and Activate through Illuminate as well as CAASSP to support implementation of standards-based instruction. In math, the district adopted My Math from McGraw-Hill. Training and follow-up training continues at our site to support thorough implementation.

Opportunity and Equal Educational Access

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

Categorical and donation funding provide staff development, teacher release time, leveled readers, and technology support, and additional ELD materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized by each grade level team.

Grade level teams meet on a regular basis to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments.

Moffett teachers use progress monitoring strategies, and individual and small group instruction to support the needs of off level learners. Teachers use a variety of instructional approaches to address the needs of the individual learner. Moffett will continue to expand our before and after school extensions of the learning day as teachers conduct after school instructional support in small groups to help all students attaining proficiency.

Evidence-based educational practices to raise student achievement

Through professional development, Moffett teachers focus on first, best instruction to ensure that all students are engaged in learning and mastery. Additionally, the use of ST Math and Number Talks are utilized to enhance learning and build problem solving skills in all students. The use of Thinking Maps is integrated across the curriculum and in conjunction with Write from the Beginning and Beyond. As well, teachers continue the use of the Daily Five and CAFE at the primary level with upper grade teachers beginning to attend training to expand its use.

Parental Engagement

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

Teachers meet in grade level teams on a regular basis to share student case studies and to develop intervention strategies that address the needs of under-performing students. Home/school communication is frequent and timely.

At Moffett School, there is a referral system in place to access the additional support and guidance of a Student Success Team. The Student Success Team meets regularly, on an as needed basis, to develop additional support plans within the general education program. The School Psychologist is available two days a week and serves as a valuable resource to teachers and parents.

Students who continue to struggle in the general education curriculum in spite of receiving significant intervention and supports are referred for assessment with a multidisciplinary team. The multidisciplinary team consists of specialists as determined by the suspected disability and may include the school psychologist, speech pathologist, resource specialist, OT Specialist, APE, Vision Support, etc. as needed.

Community health services are available as needed. Free and reduced lunch is provided for eligible students.

Moffett School staff make school attendance a priority and work with families to ensure that every child attends school regularly. The School Attendance Review process begins when a Moffett staff member identifies an attendance concern and initiates a series of intervention steps concluding with the district level SARB meeting and possible referral to the district attorney's office.

LCFF funding is used to support the EL and under-achieving students through the purchase of materials, technology and other supports for instruction.

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)

Stakeholders from across the district developed the HBCSD LCAP. Through the identification of priority areas, and the analysis of parent survey data and student achievement data,the Moffett staff worked collaboratively to establish the goals for our single school plan. The programs offered at Moffett are annually reviewed, open for comment and suggestions, and approved. Parents can review programs at Back-to-School Night, parent-teacher conferences, open house, and at School Site Council meetings. Currently, staff from all schools in the district are participating on District Leadership Teams to identify district-wide measurable objectives and action steps in the areas of: English/Language Arts, Math, English Language Learners, Special Education and Professional Development. Moffett's School Site Council has had the opportunity to review draft copies of the Single Plan for Student Achievement and provide feedback and recommendations. In addition, each time the School Site Council meets, members are able to vote on important issues.

<u>Funding</u>

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

Categorical funds support the following programs and instructional practices to enable under-performing students to meet standards:
ELL MATERIALS: - "Language for Learning," "Language for Thinking," "Language for Writing"
GUIDED READING/DAILY FIVE-CAFE: Leveled Books, Staff Development
CURRICULUM-RELATED CONFERENCES
PROFESSIONAL LEARNING COMMUNITIES:Conferences, Professional Books
TECHNOLOGY: Computers; Tablet Computers; Consultant Services; LCD Projectors; Laptops; Document Cameras, Tablet Computers
TARGETED STAFF DEVELOPMENT: Training and Support Materials
WRITE FROM THE BEGINNING AND BEYOND: Training and Materials
THINKING MAPS: Training and Materials
NUMBER TALKS: Training and Materials
MIND/ST MATH: Training and Support Materials
NUMBER TALKS: Training and Support Materials
OUTREACH CONCERN COUNSELOR
OTHER TECHNOLOGY HARDWARE AND SOFTWARE
MATH AND ELA COACHES: Release time and in-class professional support

Fiscal support (EPC)

Fiscal support includes state funding consisting of general funds and categorical funds for English Learners (LCFF); federal funds (Title I); PTA donations; and indirect donation.

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. Moffett'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 Moffett 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. Moffett 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 and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTSA 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 to help finalize the SPSA draft before it goes for School Board approval.

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. On July 27, four work groups totaling 69 members, consisting of administrators, teachers, classified staff, and parents, assembled the plan for the Learning Continuity and Attendance Plan (LCP). Work groups consisted of safety and logistics, curriculum and instruction, health and hygiene, and mental health and wellness. The specific make up of the groups represented an interdisciplinary approach including the interests and perspectives from health services, academics, special education, site operations, technology, assessment and accountability. Parents represented families from cross

section of stakeholders including District English Advisory Committee (DELAC), Parent Teacher Association (PTA), parents of students receiving special education services, and students from Title I schools. Classified and certificated staff, including members of the association's leadership teams, were included in the work groups. 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.

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 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	0.34%	0.52%	0.4%	2	3	2
Asian	6.25%	8.17%	8.6%	37	47	44
Filipino	1.18%	0.87%	0.6%	7	5	3
Hispanic/Latino	15.88%	15.13%	17.0%	94	87	87
Pacific Islander	0.34%	0.35%	0.4%	2	2	2
White	63.18%	62.61%	59.7%	374	360	306
Multiple/No Response	11.99%	1.22%	11.7%	71	64	60
			Total Enrollment	592	575	513

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	93	73
Grade 1	111	84	80
Grade 2	97	107	77
Grade3	100	99	100
Grade 4	92	99	84
Grade 5	110	93	99
Total Enrollment	592	575	513

Student Enrollment by Grade Level

Conclusions based on this data:

1. Moffett's enrollment has slightly decreased over this period.

2. Subgroups have stayed fairly consistent over this time period

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	17	11	2.9%	3.0%	2.1%
Fluent English Proficient (FEP)	23	23	23	3.9%	4.0%	4.5%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	5.9%	0.0%

Conclusions based on this data:

1. Our population of English Language Learners has remained constant in the last year.

2. Our population of Fluent English Proficient students has maintained in the last school year.

3. Our school will continue to provide support for English Learners to meet reclassification criteria.

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	104	88	100	103	86	99	103	86	99	99	97.7	99
Grade 4	98	106	92	94	105	89	94	105	89	95.9	99.1	96.7
Grade 5	108	96	109	105	93	109	105	93	109	97.2	96.9	100
All Grades	310	290	301	302	284	297	302	284	297	97.4	97.9	98.7

* 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	2485.	2460.	2463.	50.49	37.21	39.39	28.16	27.91	33.33	16.50	17.44	12.12	4.85	17.44	15.15
Grade 4	2537.	2547.	2510.	55.32	55.24	47.19	25.53	27.62	25.84	9.57	11.43	8.99	9.57	5.71	17.98
Grade 5	2582.	2573.	2572.	52.38	50.54	50.46	38.10	31.18	32.11	4.76	10.75	10.09	4.76	7.53	7.34
All Grades	N/A	N/A	N/A	52.65	48.24	45.79	30.79	28.87	30.64	10.26	13.03	10.44	6.29	9.86	13.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.63	41.86	38.38	41.75	32.56	45.45	12.62	25.58	16.16
Grade 4	46.81	50.48	41.57	46.81	42.86	44.94	6.38	6.67	13.48
Grade 5	52.38	52.69	58.72	44.76	35.48	33.94	2.86	11.83	7.34
All Grades	48.34	48.59	46.80	44.37	37.32	41.08	7.28	14.08	12.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.40	40.70	35.35	36.89	34.88	46.46	9.71	24.42	18.18
Grade 4	58.51	57.14	38.20	31.91	39.05	42.70	9.57	3.81	19.10
Grade 5	63.81	63.44	48.62	31.43	26.88	44.95	4.76	9.68	6.42
All Grades	58.61	54.23	41.08	33.44	33.80	44.78	7.95	11.97	14.14

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	29.13	33.72	33.33	66.02	56.98	60.61	4.85	9.30	6.06
Grade 4	38.30	40.95	33.71	56.38	55.24	56.18	5.32	3.81	10.11
Grade 5	36.19	29.03	40.37	59.05	68.82	54.13	4.76	2.15	5.50
All Grades	34.44	34.86	36.03	60.60	60.21	56.90	4.97	4.93	7.07

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	48.54	41.86	40.40	47.57	41.86	45.45	3.88	16.28	14.14
Grade 4	51.06	53.33	40.45	42.55	40.95	44.94	6.38	5.71	14.61
Grade 5	56.19	58.06	52.29	40.00	34.41	39.45	3.81	7.53	8.26
All Grades	51.99	51.41	44.78	43.38	39.08	43.10	4.64	9.51	12.12

Conclusions based on this data:

1. The area most beneficial for our focus is providing support to students who "Nearly Met" standards to assist them in achieving "Met."

2. In the overall performance data, the majority of of our students exceeded or met performance standards in the 2018-2019 school year (did not test in 2019-2020 due to Covid-19)

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	104	88	100	103	86	99	103	86	99	99	97.7	99
Grade 4	98	106	92	94	105	89	94	105	89	95.9	99.1	96.7
Grade 5	108	96	109	105	94	109	105	92	109	97.2	97.9	100
All Grades	310	290	301	302	285	297	302	283	297	97.4	98.3	98.7

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	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	2499.	2475.	2481.	50.49	45.35	39.39	32.04	27.91	38.38	14.56	13.95	14.14	2.91	12.79	8.08
Grade 4	2547.	2548.	2519.	53.19	53.33	40.45	32.98	29.52	32.58	9.57	16.19	15.73	4.26	0.95	11.24
Grade 5	2577.	2583.	2568.	50.48	54.35	52.29	25.71	21.74	18.35	17.14	20.65	21.10	6.67	3.26	8.26
All Grades	N/A	N/A	N/A	51.32	51.24	44.44	30.13	26.50	29.29	13.91	16.96	17.17	4.64	5.30	9.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	65.05	60.47	56.57	31.07	23.26	32.32	3.88	16.28	11.11
Grade 4	72.34	67.62	55.06	18.09	27.62	30.34	9.57	4.76	14.61
Grade 5	61.90	69.57	61.47	25.71	21.74	23.85	12.38	8.70	14.68
All Grades	66.23	66.08	57.91	25.17	24.38	28.62	8.61	9.54	13.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	55.34	48.84	46.46	41.75	38.37	44.44	2.91	12.79	9.09
Grade 4	55.32	51.43	34.83	37.23	43.81	46.07	7.45	4.76	19.10
Grade 5	48.57	48.91	44.04	45.71	42.39	44.95	5.71	8.70	11.01
All Grades	52.98	49.82	42.09	41.72	41.70	45.12	5.30	8.48	12.79

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	55.34	55.81	45.45	37.86	29.07	47.47	6.80	15.12	7.07
Grade 4	57.45	54.29	43.82	36.17	39.05	41.57	6.38	6.67	14.61
Grade 5	43.81	51.09	50.46	48.57	41.30	44.95	7.62	7.61	4.59
All Grades	51.99	53.71	46.80	41.06	36.75	44.78	6.95	9.54	8.42

Conclusions based on this data:

1. The area most beneficial for focus is providing support to those students who "Nearly Met" standards to assist them in achieving "Met." (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

2. Many students in our "Did Not Meet" group are students who receive special services supports. We will use special education supports to provide on-going support to meet the unique needs of these students. (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

3. Based on the overall achievement data, the majority of our students met or exceeded standards in Math. (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*		*		*		*	4
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
All Grades							13	16

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
All Grades	*	43.75	*	43.75		12.50		0.00	13	16

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
All Grades	*	50.00	*	37.50		12.50		0.00	13	16

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	37.50	*	37.50	*	18.75		6.25	13	16

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	37.50	*	62.50	*	0.00	13	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	43.75	*	56.25		0.00	13	16

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	31.25	*	62.50		6.25	13	16

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	50.00	*	50.00		0.00	13	16

Conclusions based on this data:

1. Moffett has a small population of English learners.

2. We will continue to focus on the academic success of English learners in order to reclassify.

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**
575	**13.9**	**3.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	3.0
Homeless	1	0.2
Socioeconomically Disadvantaged	80	13.9
Students with Disabilities	67	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
Asian	47	8.2
Filipino	5	0.9
Hispanic	87	15.1
Two or More Races	64	11.1
Pacific Islander	2	0.3
White	360	62.6

Conclusions based on this data:

1. We have low number of English Learners, Foster Youth and Homeless students at Moffett.

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**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. We have focused on providing supports to students and families with chronic absenteeism.

2. A focus will need to be placed on English Language Arts and Mathematics to bring that subgroup from green to blue bringing it in line with other subgroups at our school.

School and Student Performance Data

Academic Performance
English Language Arts
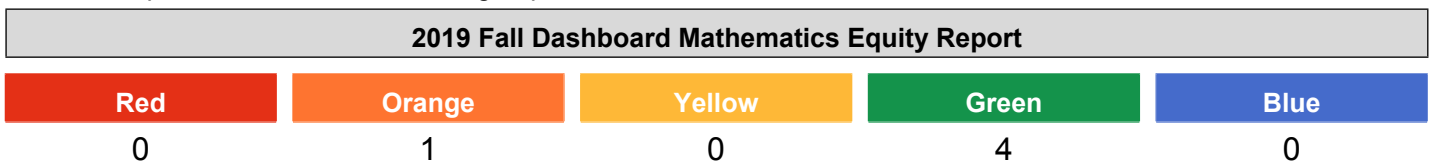
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web 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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
48.9 points above standard	44.3 points above standard	0 Students
Declined -14.1 points	Increased ++9 points	
296	11	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	4.9 points above standard	51.1 points below standard
	Declined Significantly -23.8 points	Declined -14.6 points
	54	46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	59.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Declined Significantly -26.3 points	5
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
40.5 points above standard	79 points above standard	Less than 11 Students - Data Not Displayed for Privacy	45.8 points above standard
Declined -6.3 points	Increased ++5 points	1	Declined Significantly -16.5 points
44	36		190

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	Less than 11 Students - Data Not Displayed for Privacy	47.5 points above standard
4	7	Declined -14.7 points
		278

Conclusions based on this data:

1. Based on overall performance across subgroups, a greater focus needs to be placed on Students with Disabilities to bring them from yellow to green. (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

2. Though this group performed at a medium level, it is still below the overall performance of our school. (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	4	0

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	No Performance Color	
41 points above standard	42.1 points above standard	
Declined -14.3 points	Increased Significantly ++27.4 points	
296	11	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	Orange
	1 points above standard	49.8 points below standard
	Declined -13.5 points	Declined Significantly -25 points
	54	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		63.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Increased Significantly ++25.6 points	5
		17	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
37.1 points above standard	65.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	37.4 points above standard
Declined -10.8 points	Declined -8.5 points	1	Declined Significantly -19.2 points
44	36		190

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	Less than 11 Students - Data Not Displayed for Privacy	39.5 points above standard
4	7	Declined Significantly -16.2 points
		278

Conclusions based on this data:

1. Based on overall performance across subgroups, a greater focus needs to be placed on Students with Disabilities. (Data only available for 2018-2019 school year. Testing did not take place in 2019-2020 due to Covid-19).

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

English Learner Progress
No Performance Color
81.8 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Very High
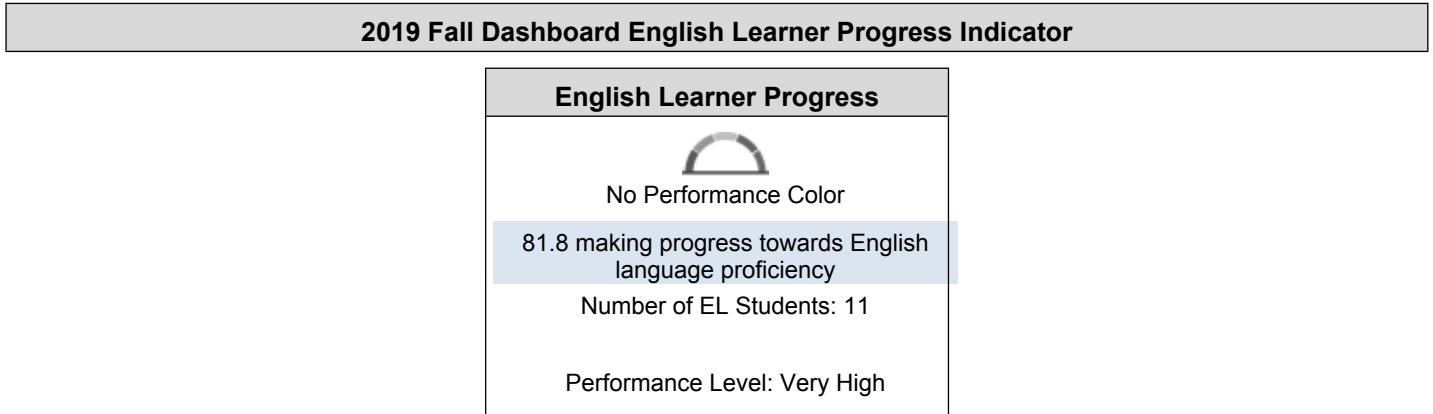
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.0	9.0	9.0	72.7

Conclusions based on this data:

1. Our English Learners, scored very high on the ELPAC with 81.8% making progress towards English language proficiency.
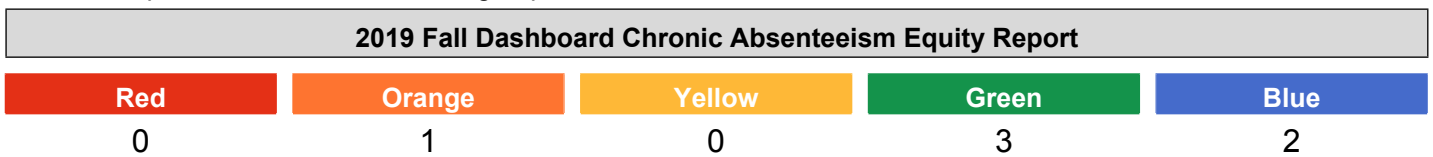
School and Student Performance Data

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:

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
2.5	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Maintained 0	
599	17	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	5	10.1
	Declined -3.4	Increased +4.2
0	101	79

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
3	0	Maintained 0	7
		37	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Green	No Performance Color	Green
2.1	1.3	Less than 11 Students - Data Not Displayed for Privacy	2.6
Declined -3.6	Increased +1.3	2	Maintained +0.2
94	77		379

Conclusions based on this data:

1. A focus on increasing the awareness of good attendance patterns will continue to be a focus at Moffett Elementary.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
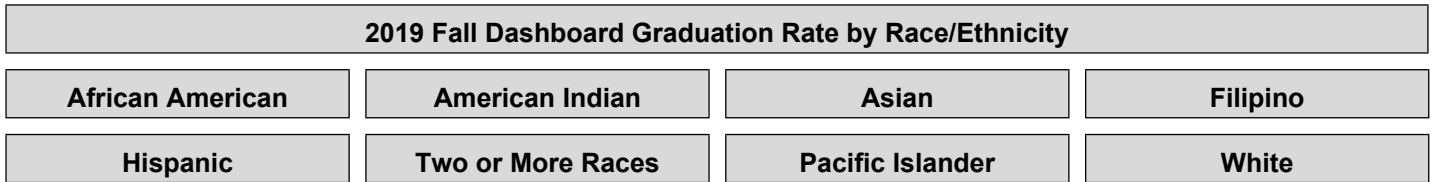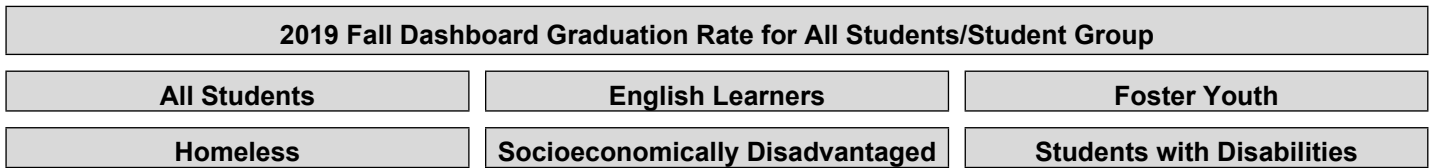
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
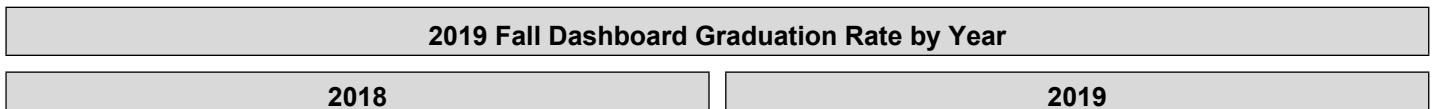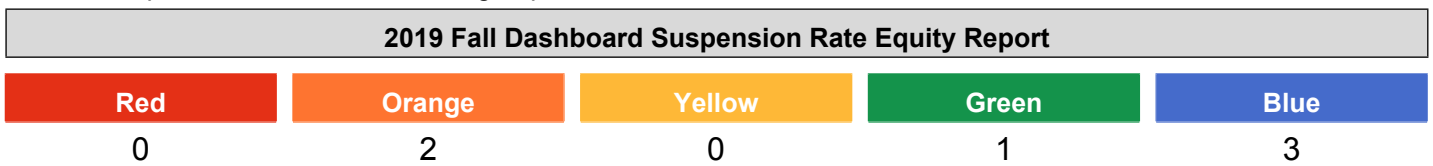
School and Student Performance Data

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	3

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

All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.3	0	Less than 11 Students - Data Not ~~Displayed for Privacy~~ 1
Maintained +0.2	Maintained 0	
604	18	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Orange
	0	2.5
	Declined -1.2	Increased +1
	101	79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
3		Maintained 0	7
		39	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Green
1.1	0	Less than 11 Students - Data	0.3
Increased +1.1	Declined -1.3	2	Increased +0.3
95	77		381

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.3

Conclusions based on this data:

1. Moffett Elementary continues to show positive conditions of school climate.

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, Moffett needs to increase the number of students moving from level 2 to levels 3 and 4 as reported in CAASPP 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/Modernization, % of staff participation in trainings, 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 Grade: 74% 4th Grade: 76% 5th Grade: 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)	Source(s)
37,500	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)	Source(s)
495	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.

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Moffett 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, Moffett 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 a 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 and integral role in the education of Moffett 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, Moffett was notes in the blue range for suspensions and discipline related issues. Moffett's attendance was noted in the blue range for students who missed 30 or more days of school.	Moffett will increase parent engagement as evidenced by Moffett'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 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)	Source(s)
2,394	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)	Source(s)
4000	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)	Source(s)
2350	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.

From September through March 2020 Moffett focused on utilizing Math strategies(ST Math and Number Talks) based on the unique needs of classes. 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 goal 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 improving 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)	Source(s)
5,000	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

My On! -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)	Source(s)
5,742	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 Moffett 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)	Source(s)
2,000	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.

100% of Moffett teachers implemented Moffett PBIS System (CARE). As measured by teacher participation and student achievement this has become a successful part of the Moffett culture and will continue in the 2022-2022 school year.

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

As a result of the coronavirus shut down in March 2020, the Moffett PBIS system extended to at-home positive behavior supports through Moffett "at-home" CARE tickets and the distribution of CARE wristbands at Moffett school.

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 goal 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

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

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tiffany Lambert	Parent or Community Member
Cassie Orr	Parent or Community Member
Kara Ritter	Parent or Community Member
Melissa Rizk	Parent or Community Member
Alisa Simpson	Parent or Community Member
Forest Holbrook	Principal
Polly Clenney	Classroom Teacher
Sarah Fantel	Classroom Teacher
Lyndsey Kent	Classroom Teacher
Carolina Velasquez	Other School Staff

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 2/23/2021.

Attested:

	Principal, Forest Holbrook on 2/23/2021
	SSC Chairperson, Alisa Simpson on 2/23/2021

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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