

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
Huntington Seacliff Elementary School	30-66530-6116065	February 24, 2021	March 9, 2021

Purpose and Description

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

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.

Seacliff Elementary School's SPSA maximizes the available resources and is aligned with the HBCSD Local Control and Accountability Plan (LCAP) which focuses on Common Core State Standards, communication with our school community through engagement and improved services, and connections that support academic success for all district students through the provision of a safe and supportive environment. Additionally, Seacliff's SPSA represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Seacliff'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 is learned in the classroom.)

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 HBCSD and HBETA. Informal observations are completed as often as possible and at different times throughout the day. Data from informal observations is used to inform our instruction, measure progress on school-wide goals, and improve student achievement. All observational data is used to support teachers and their instructional program to address student needs.

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 evaluate programs. The results of school demographic and student performance data from SBAC assessment are used for program evaluation and to plan program improvement. Individual student scores on the Interim Benchmark assessments and the SBAC are used to monitor student achievement and inform instruction. Data from these multiple measures are examined, trends are analyzed, and school-wide program decisions are made.

Results of summative student performance data are analyzed annually to determine relative strengths and weaknesses. Data is used to evaluate program effectiveness over time as well as to track the improvement of student groups on the SBAC (when available). School-wide, grade-level, 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.

Developmental Reading Assessment (DRA2), Dynamic Indicators of Basic Early Literacy Skills 'Next' (DIBELS Next) assessments, Accelerated Reader (AR) assessments, STMath progress monitoring assessments, district-wide benchmarks are administered to all students a minimum of three times a year, and End of Year (EOY) assessments are also given with all assessment results 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 also inform teachers' instructional practice.

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

Seacliff staff have common, curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers review the data from benchmark and other common assessments, such as the item test banks in the district's student assessment data system, 'Illuminate.' These assessments provide the necessary data to determine the student's level of proficiency and then make instructional changes as necessary. Seacliff implements district-wide assessments in ELA and math to measure student progress based on the California Common Core State Standards (CCSS). The scores from DRA2, DIBELS Next, AR, and SBAC are also used to measure progress. Teachers review the data from these assessments to analyze each student's level of proficiency and then to determine if instructional changes or student support are needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Huntington Seacliff 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)

Huntington Seacliff has a fully qualified teacher in every classroom. All teachers are provided the training needed to understand how to effectively implement SBE-adopted programs.

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

STAFF DEVELOPMENT ALIGNED WITH STANDARDS

Staff development at Huntington Seacliff is focused on meeting the needs of all students to increase their academic achievement. At the beginning of each school year, school-wide and grade-level student performance assessment data is analyzed to set goals and develop action plans. Planning day schedule, which occurs every Thursday, facilitates grade-level team collaboration and planning. Staff meetings, held on a regular basis, are important forums for staff development. Staff meeting time is used to continue learning on topics related to Common Core, instructional strategies, and the 4 C's - Creating, Communicating, Collaborating, and thinking Critically.

In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reflect upon their own performance 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 staff meetings. Best practices through all types of media, books, articles, links, and webinars, are shared to foster and promote learning and thinking about our work.

As a school community focused on learning, we embrace the role of learning. The Huntington Seacliff staff continues to reflect on instructional practices, question, and wonder about our own work. If we want our students to embrace learning, we must model being open to learning and demonstrate the joy in tackling something new.

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

Canvas, Write from the Beginning and Beyond, CGI, Number Talks sessions, FactsWise, and the on-going integration of blended learning, specifically using iPads and Chromebooks, will continue to support Common Core Math instruction in all classrooms and through coaching days (co-teach/co-plan), teachers will work with coaches and have the ability to observe and coach each other using best practices.

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. Teachers evaluate data, instruction, assessments, and curriculum as well as plan instruction together. Teachers collaborate at grade-level meetings to discuss school business, instructional topics, and other learning. The focus of staff and PLC meetings are instructional issues related to this plan and the development of best practices approach to instruction. The Huntington Seacliff Grade Level Representative Leadership team meets monthly to discuss and problem solve school-wide needs and issues. This information is then disseminated to the staff through grade level PLC and staff meetings.

Teaching and Learning

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

The goal of the instructional program at Seacliff is to ensure access to high-quality curriculum and instruction for all students in order to meet or exceed the CCSS. The goals outlined in the Single Plan for Student Achievement (SPSA) are designed to ensure access and understanding for all students, including the EL learners, advanced learners, students with identified disabilities, and under-performing students. As part of our ongoing professional development, HBCSD will continue working with teachers so they are able to deconstruct the CCSS and break them down into measurable objectives, which are used in classroom instruction. Assessments, which are aligned to the CCSS, as well as the SBAC format, are used to ensure the written, taught, and tested curriculum. Aligned materials and online programs will be purchased as needed.

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

All instructional minutes meet the state recommendation for mathematics and language arts. Additionally, with the implementation of CCSS, our school is incorporating concepts included both in social science and science into the language arts curriculum through the integration of informational text and materials aligned to the standards.

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

Staff continues to work together to implement common pacing practices, based on PLC discussions and benchmark pacing guides, for mathematics and language arts. Staff will continue to refine these practices and adjust pacing based on student performance results through data analysis. As a result of this practice, students are identified and provided the intervention to support their learning.

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

Teachers are implementing the CCSS with materials and resources they are developing on their own. Lexia, Reading Mastery and Corrective Reading programs have been implemented to supplement standards-aligned intervention programs and materials for students at-risk of not meeting standards, including EL and Special Education students.

There are two other significant math programs/practices in place. First, kindergarten - fifth grade students are engaged in the ST (Spatial-temporal) Math Program developed by the Music Intelligence Neural Development (MIND) Institute. The ST Math Program is the result of over twenty-five years of research into music, reasoning, and brain research. It is a supplement to our standard math curriculum. Students in the ST Math Program receive piano keyboarding sessions up to twice weekly. Studies have demonstrated that there is a causal effect between music and certain spatial-temporal tasks and that music training has the ability to further increase childrens' test scores in proportional math and fractions.

In addition to these programs, all of Seacliff's kindergarten through fifth grade teachers are committed to implementing CGI, Number Talks and FactsWise. CGI is based on an integrated program of research focused on the development of students mathematical thinking and on the instruction that influences that development. Although this is very sophisticated training for our teachers, simply stated, children in CGI classes learn mathematics with understanding through problem solving. All teachers participate in a minimum of three days of CGI coaching every year to further a deeper understanding of mathematics concepts so that, in turn, stronger math lessons are developed.

At the end of last year, several teachers attended the FactsWise training. FactsWise is a research-based approach to teaching basic facts fluency that prioritizes 5s, 10s, and part-whole thinking (Common Core Level 3 thinking). Students who experience FactsWise teaching for 5 to 15 minutes every day have been found to be substantially more flexible and fluent with their basic facts than students using worksheets and timed tests. This year, the district math focus is math fluency. Seacliff is committed to ensuring that all staff complete this training

All teachers have embraced Thinking Maps, Write from the Beginning, and Pathways to Proficiency. Pathways to Proficiency, specifically assists EL students to help them build academic language. All programs support the CCSS ELA Capacities and the 8 Mathematical Practices.

Write From the Beginning has been revised and all teachers have been trained in its use and implementation.

HBCSD has developed a practice to look carefully at the State's adopted curriculum that allows for several teachers to pilot several programs in ELA/ELD. Time is given to compare and discuss findings to come to a strong consensus as to the right program to meet the HBCSD student needs.

Finally, HBCSD continues to implement the new Next Generation Science Standards (NGSS). 2019-2020 serves as a pilot year to adopt science curriculum aligned to NGSS.

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 in ELA/ELD and they are being implemented this year. We will continue to enhance our use of non-fiction text and TIME for Kids.

Teachers will continue to access programs through Illuminate to support implementation of CCSS based instruction.

Concepts from both social studies and science will be also be used in the language arts curriculum to incorporate non-fiction materials.

To fully support the CCSS, the district is utilizing research-based programs that address the Common Core Standards such as CGI, ST Math, and Thinking Maps. To decrease the achievement gap for identified subgroups, the district continues to offer programs for intervention such as Flex, Corrective Reading, Reading Mastery and Math Concepts for special education. The ELA/ELD program also provides intervention materials that the specialized academic teachers can use.

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 additional ELL 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. After school reading intervention is provided three days a week beginning in January and finishes the end of April.

Grade-level teams meet on a regular basis to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments. Huntington Seacliff teachers use guided reading and reciprocal teaching strategies during small and whole group instruction. Flexible grouping and differentiation are used to ensure that all learners have access to the core curriculum and mastery of the standards.

Evidence-based educational practices to raise student achievement

Through professional development, Huntington Seacliff teachers will continue to be supported with Direct Interactive Instruction (DII) strategies to ensure that all students are engaged in learning and mastery. Additionally, the use of ST Math, CGI, Number Talks, and FactsWise strategies, are utilized to enhance learning and build problem solving skills in all students. The use of Thinking Maps is integrated across the curriculum.

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 Seacliff, there is a referral system in place to access the additional support and guidance of a Student Study Team (SST). The SST meets regularly on an as needed basis, to develop additional support plans within the general education program. The school psychologist is available two and one half 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 support, 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, Specialized Academic Instruction (SAI) specialist, occupational therapist (OT) specialist, adaptive physical education (APE), vision support, etc. as needed. Community health services are available as needed. Free and reduced lunch is provided for eligible students.

Seacliff staff makes school attendance a priority and works with families to ensure that every child attends school regularly. The school attendance review process begins when a Seacliff staff member identifies an attendance concern and initiates a series of intervention steps concluding with the district-level School Attendance Review Board (SARB) meeting and possible referral to the District Attorney's Office.

General funding is used to support the kindergarten program for early intervention.

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

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 meet regarding the HBCSD Local Control Accountability Plan (LCAP) to develop and revise priorities for spending.

Through the identification of priority areas, the analysis of parent survey data, and student achievement data, the Seacliff staff worked collaboratively to develop the goals for the SPSA.

The programs offered at Huntington Seacliff are annually reviewed, open for comment/suggestion, and approved. Parents can learn about and review programs at Back-to-School Night, parent-teacher conferences, Open House, and at SSC meetings. Seacliff's SSC has had the opportunity to review draft copies of the SPSA and provide feedback and recommendations.

Funding

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: Leveled Books, Staff Development

CURRICULUM-RELATED CONFERENCES: California Association of Gifted (CAG), Computer Users Educators (CUE), OCDE Common Core

PROFESSIONAL LEARNING COMMUNITIES: Conferences, Professional Books

TECHNOLOGY: Blended Learning Programs and Technology Hardware and Software

TARGETED STAFF DEVELOPMENT: Training and Support Materials

WRITE FROM THE BEGINNING: Training and Materials

THINKING MAPS: Training and Materials

PATHWAYS TO PROFICIENCY: On-going Training

CGI: Training, Coaching, Manipulatives

NUMBER TALKS: Training and Materials

MIND, ST MATH: Training and Support Materials, Keyboarding teacher, iPads

MIND: Keyboarding

Read Naturally-materials, staff stipends for after school intervention time

ALEKs (Math)-materials, staff stipends for before and after school intervention time

MY Math

FACTSWISE (Math Fluency)

Fiscal support (EPC)

Fiscal support includes State funding consisting of general funds (SLIBG) and categorical funds for EL, (LCFF-EL); 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. Seacliff'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 Seacliff and at the district level.

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. Seacliff informs parents through ParentSquare 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 in late October 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.

This section is not, currently, applicable at Seacliff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.28%	0.43%	0.2%	2	3	1
Asian	22.46%	24.61%	21.1%	159	173	137
Filipino	1.84%	1.42%	0.9%	13	10	6
Hispanic/Latino	14.55%	13.94%	18.8%	103	98	122
Pacific Islander	0.56%	0.57%	%	4	4	
White	46.19%	45.52%	45.4%	327	320	295
Multiple/No Response	12.99%	1.42%	12.2%	92	85	79
	Total Enrollment			708	703	650

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	113	107	75
Grade 1	114	117	106
Grade 2	101	122	122
Grade3	131	107	113
Grade 4	120	127	103
Grade 5	129	123	131
Total Enrollment	708	703	650

Conclusions based on this data:

1. Seacliff's population is relatively consistent across the three year analysis.
2. Seacliff's subgroup population also remains fairly consistent.

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	28	29	42	4.0%	4.1%	6.5%
Fluent English Proficient (FEP)	56	59	44	7.9%	8.4%	6.8%
Reclassified Fluent English Proficient (RFEP)	0	5	0	0.0%	17.9%	0.0%

Conclusions based on this data:

1. A fairly significant portion of the overall EL population is reclassified each year.
2. EL numbers have shown a static number for the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	124	110	127	123	108	126	123	108	126	99.2	98.2	99.2
Grade 4	122	123	115	120	123	113	120	123	113	98.4	100	98.3
Grade 5	154	124	121	153	121	121	153	121	121	99.4	97.6	100
All Grades	400	357	363	396	352	360	396	352	360	99	98.6	99.2

* 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	2487.	2475.	2497.	48.78	49.07	58.73	33.33	23.15	27.78	14.63	18.52	8.73	3.25	9.26	4.76
Grade 4	2547.	2557.	2554.	63.33	63.41	66.37	23.33	24.39	17.70	11.67	10.57	11.50	1.67	1.63	4.42
Grade 5	2589.	2599.	2603.	58.17	65.29	65.29	29.41	26.45	28.10	7.19	5.79	4.13	5.23	2.48	2.48
All Grades	N/A	N/A	N/A	56.82	59.66	63.33	28.79	24.72	24.72	10.86	11.36	8.06	3.54	4.26	3.89

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	43.90	37.96	53.97	45.53	48.15	40.48	10.57	13.89	5.56	
Grade 4	54.17	53.66	54.87	42.50	43.09	38.05	3.33	3.25	7.08	
Grade 5	54.25	57.02	62.81	37.25	40.50	34.71	8.50	2.48	2.48	
All Grades	51.01	50.00	57.22	41.41	43.75	37.78	7.58	6.25	5.00	

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	47.97	47.22	46.83	45.53	39.81	46.03	6.50	12.96	7.14
Grade 4	62.50	60.98	62.83	33.33	37.40	32.74	4.17	1.63	4.42
Grade 5	71.24	73.55	61.98	23.53	22.31	33.06	5.23	4.13	4.96
All Grades	61.36	61.08	56.94	33.33	32.95	37.50	5.30	5.97	5.56

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	36.59	27.78	34.92	60.16	64.81	64.29	3.25	7.41	0.79
Grade 4	35.83	45.53	42.48	60.00	52.85	53.98	4.17	1.63	3.54
Grade 5	45.75	44.63	49.59	50.33	52.07	48.76	3.92	3.31	1.65
All Grades	39.90	39.77	42.22	56.31	56.25	55.83	3.79	3.98	1.94

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	46.34	47.22	46.03	51.22	43.52	47.62	2.44	9.26	6.35
Grade 4	57.50	55.28	55.75	40.83	43.09	39.82	1.67	1.63	4.42
Grade 5	54.90	66.94	64.46	41.83	28.93	33.06	3.27	4.13	2.48
All Grades	53.03	56.82	55.28	44.44	38.35	40.28	2.53	4.83	4.44

Conclusions based on this data:

1. Over 88% of students have Met or Exceeded the achievement criteria in ELA.
2. Overall, when ELA is broken into its components of Reading (95%), Writing (94%), Listening (98%), and Research/Inquiry (97%), are At/Near or Above Standard.
3. Targeted instruction is required for those few students who are Near or Below Standard.

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	124	110	127	123	108	126	123	108	126	99.2	98.2	99.2
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All Grades	400	357	363	396	352	360	396	352	360	99	98.6	99.2

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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	2505.	2495.	2512.	52.85	47.22	57.14	36.59	33.33	30.95	6.50	15.74	7.94	4.07	3.70	3.97
Grade 4	2558.	2565.	2563.	57.50	61.79	58.41	30.83	30.08	27.43	10.00	8.13	11.50	1.67	0.00	2.65
Grade 5	2584.	2584.	2590.	56.21	52.89	61.16	24.18	27.27	14.88	15.69	16.53	19.01	3.92	3.31	4.96
All Grades	N/A	N/A	N/A	55.56	54.26	58.89	30.05	30.11	24.44	11.11	13.35	12.78	3.28	2.27	3.89

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	74.80	66.67	74.60	19.51	26.85	20.63	5.69	6.48	4.76	
Grade 4	77.50	78.86	76.11	19.17	17.89	18.58	3.33	3.25	5.31	
Grade 5	62.75	61.98	63.64	26.14	28.10	26.45	11.11	9.92	9.92	
All Grades	70.96	69.32	71.39	21.97	24.15	21.94	7.07	6.53	6.67	

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	57.72	50.93	65.08	37.40	44.44	29.37	4.88	4.63	5.56
Grade 4	51.67	56.91	60.18	42.50	41.46	33.63	5.83	1.63	6.19
Grade 5	52.29	52.89	54.55	39.87	38.84	40.50	7.84	8.26	4.96
All Grades	53.79	53.69	60.00	39.90	41.48	34.44	6.31	4.83	5.56

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	59.35	50.93	68.25	34.96	40.74	29.37	5.69	8.33	2.38
Grade 4	64.17	65.85	65.49	31.67	30.89	29.20	4.17	3.25	5.31
Grade 5	54.25	57.85	56.20	39.87	38.02	38.84	5.88	4.13	4.96
All Grades	58.84	58.52	63.33	35.86	36.36	32.50	5.30	5.11	4.17

Conclusions based on this data:

1. Over 83.3% of students Met or Exceeded the achievement criteria in Mathematics.
2. Students are At or Near or Above Standard in the areas of Concepts & Procedures (93%), Problem Solving & Modeling/Data Analysis (94%), and Communicating Reasoning (96%).
3. Targeted instruction needs to occur for those students Near or Below Standard in the Claim score concept areas.

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	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
All Grades							25	24

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	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	76.00	54.17	*	33.33	*	0.00		12.50	25	24

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	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
All Grades	84.00	62.50	*	20.83		8.33		8.33	25	24

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
K	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	56.00	41.67	*	29.17	*	16.67	*	12.50	25	24

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	72.00	41.67	*	50.00	*	8.33	25	24	

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	88.00	62.50	*	33.33		4.17	25	24

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	52.00	41.67	*	45.83	*	12.50	25	24

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
5	*	*	*	*	*	*	*	*
All Grades	64.00	33.33	*	54.17	*	12.50	25	24

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
703	9.0	4.1	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	29	4.1
Homeless	1	0.1
Socioeconomically Disadvantaged	63	9.0
Students with Disabilities	81	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.4
Asian	173	24.6
Filipino	10	1.4
Hispanic	98	13.9
Two or More Races	85	12.1
Pacific Islander	4	0.6
White	320	45.5

Conclusions based on this data:





1. Seacliff has a diverse student population with large subgroups identified as White, Asian, Hispanic and Two or more races.

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
<p data-bbox="186 577 479 609">English Language Arts</p>  <p data-bbox="305 657 360 682">Blue</p>	<p data-bbox="673 577 950 609">Chronic Absenteeism</p>  <p data-bbox="771 657 849 682">Yellow</p>	<p data-bbox="1177 577 1404 609">Suspension Rate</p>  <p data-bbox="1258 657 1317 682">Blue</p>
<p data-bbox="251 777 414 808">Mathematics</p>  <p data-bbox="305 856 360 882">Blue</p>		

Conclusions based on this data:

1. Seacliff will need to work with staff and our school community to improve our chronic absenteeism.

School and Student Performance Data

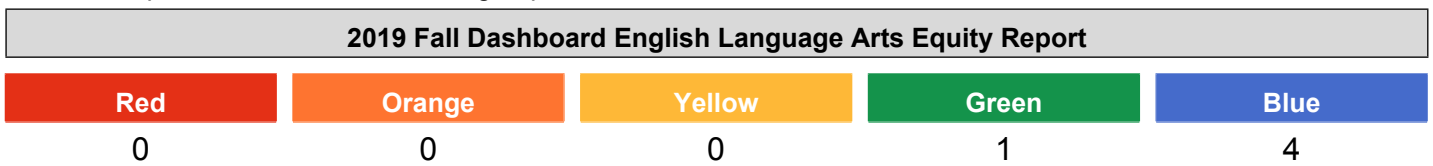
Academic Performance English Language Arts

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>81 points above standard</p> <p>Increased ++5.9 points</p> <p>369</p>	<p>English Learners</p> <p>No Performance Color</p> <p>42.9 points above standard</p> <p>Increased ++3.9 points</p> <p>16</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>23.8 points above standard</p> <p>Declined -12.7 points</p> <p>25</p>	<p>Students with Disabilities</p> <p>Green</p> <p>34.6 points above standard</p> <p>Increased ++9.7 points</p> <p>56</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 99 points above standard Increased ++8.8 points 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Blue 60.7 points above standard Maintained -2.6 points 56	 Blue 77.7 points above standard Maintained ++1.2 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 77.7 points above standard Increased ++8.8 points 174

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 10	Less than 11 Students - Data Not Displayed for Privacy 6	82 points above standard Increased ++5.6 points 322

Conclusions based on this data:

- Based on the overall performance across subgroups at our school, a continued focus needs to be placed on Socioeconomically Disadvantaged and Students with Disabilities.

School and Student Performance Data

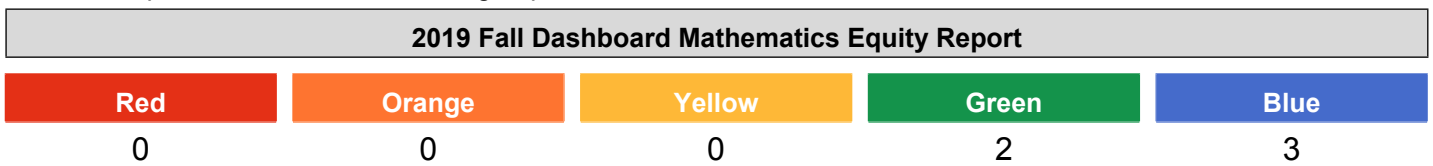
Academic Performance Mathematics

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 70.8 points above standard Increased ++7.3 points 369	<p>English Learners</p> No Performance Color 43.9 points above standard Maintained -2.5 points 16	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> No Performance Color 11.6 points above standard Declined -7.5 points 25	<p>Students with Disabilities</p> Green 29.6 points above standard Increased ++5.4 points 56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 49.1 points above standard Maintained -0.9 points 56	 Green 63.7 points above standard Declined -4.2 points 44	 Blue 99.7 points above standard Increased ++8.2 points 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Blue 49.1 points above standard Maintained -0.9 points 56	 Green 63.7 points above standard Declined -4.2 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 64 points above standard Increased ++11.4 points 174

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 10	Less than 11 Students - Data Not Displayed for Privacy 6	71.3 points above standard Increased ++7.5 points 322

Conclusions based on this data:

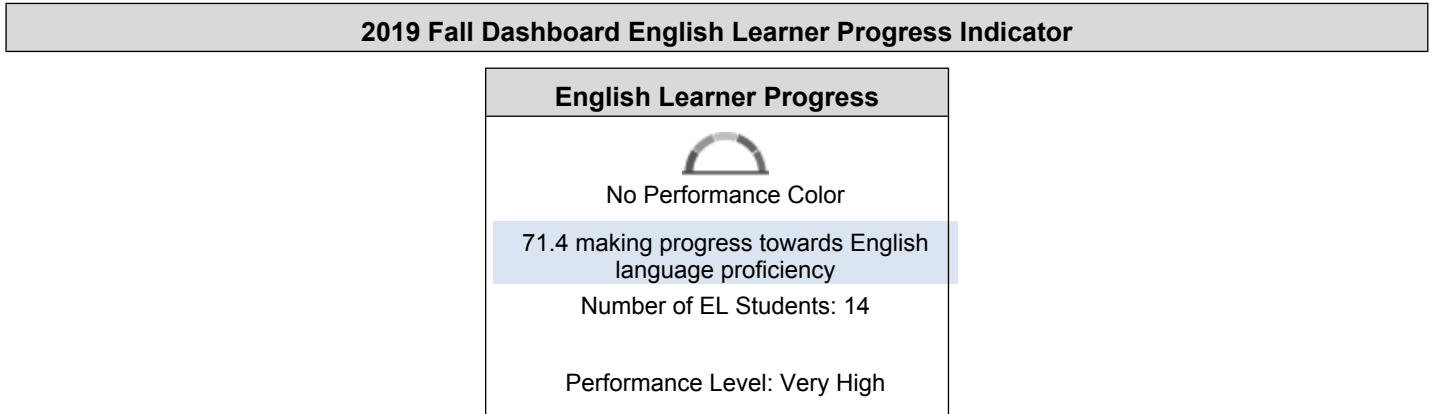
1. Students of two or more races need to be monitored and supported to improve achievement.

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.



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
14.2	14.2	42.8	28.5

Conclusions based on this data:

1. A greater focus needs to be placed on the performance of our EL students in math as there was a decrease in overall percentage.
2. EL students were static in their performance in ELA. This still requires attention for improvement, but not as significant as in math.

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. To be determined.

School and Student Performance Data

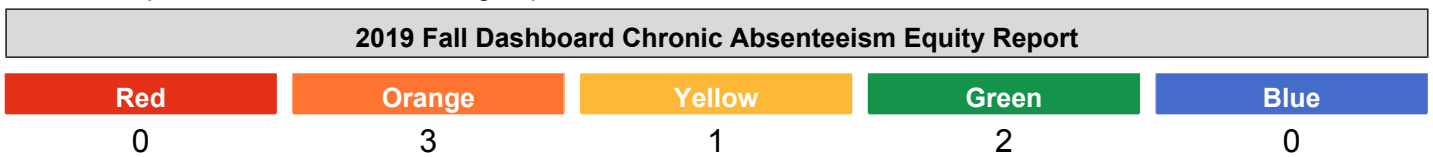
Academic Engagement Chronic Absenteeism

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.9</p> <p>Increased +1</p> <p>715</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>29</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.3</p> <p>Increased +4.1</p> <p>57</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.3</p> <p>Increased +0.9</p> <p>95</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 4.3 Increased Significantly +3.7 163	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined -3 103	 Yellow 5 Increased +3.9 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 3 Declined -0.8 329

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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

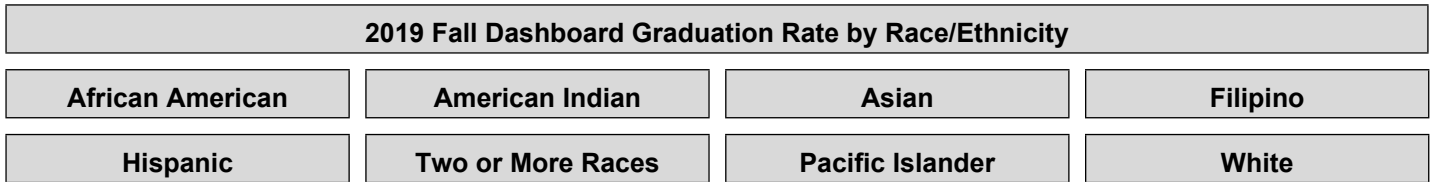
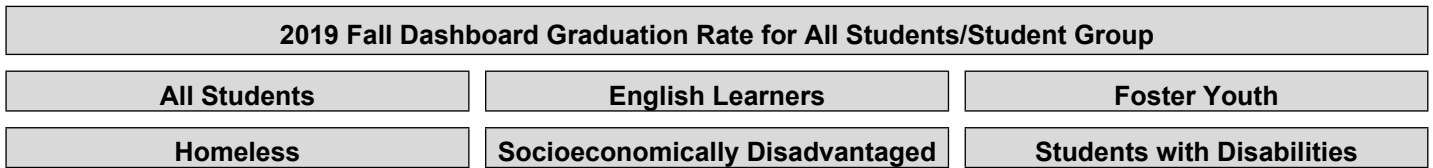
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

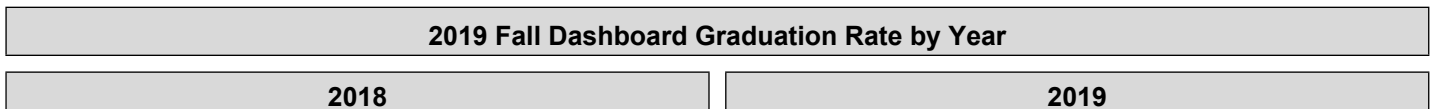
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. To be determined.

School and Student Performance Data

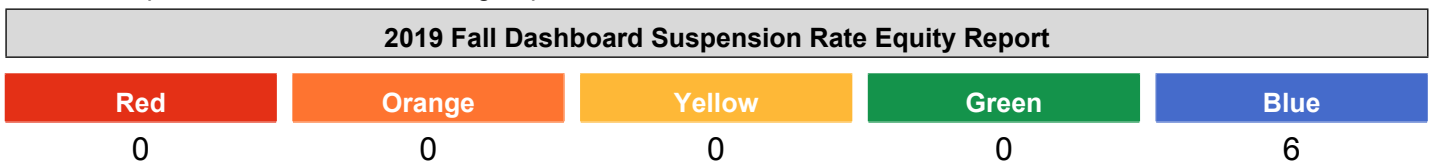
Conditions & Climate Suspension Rate

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

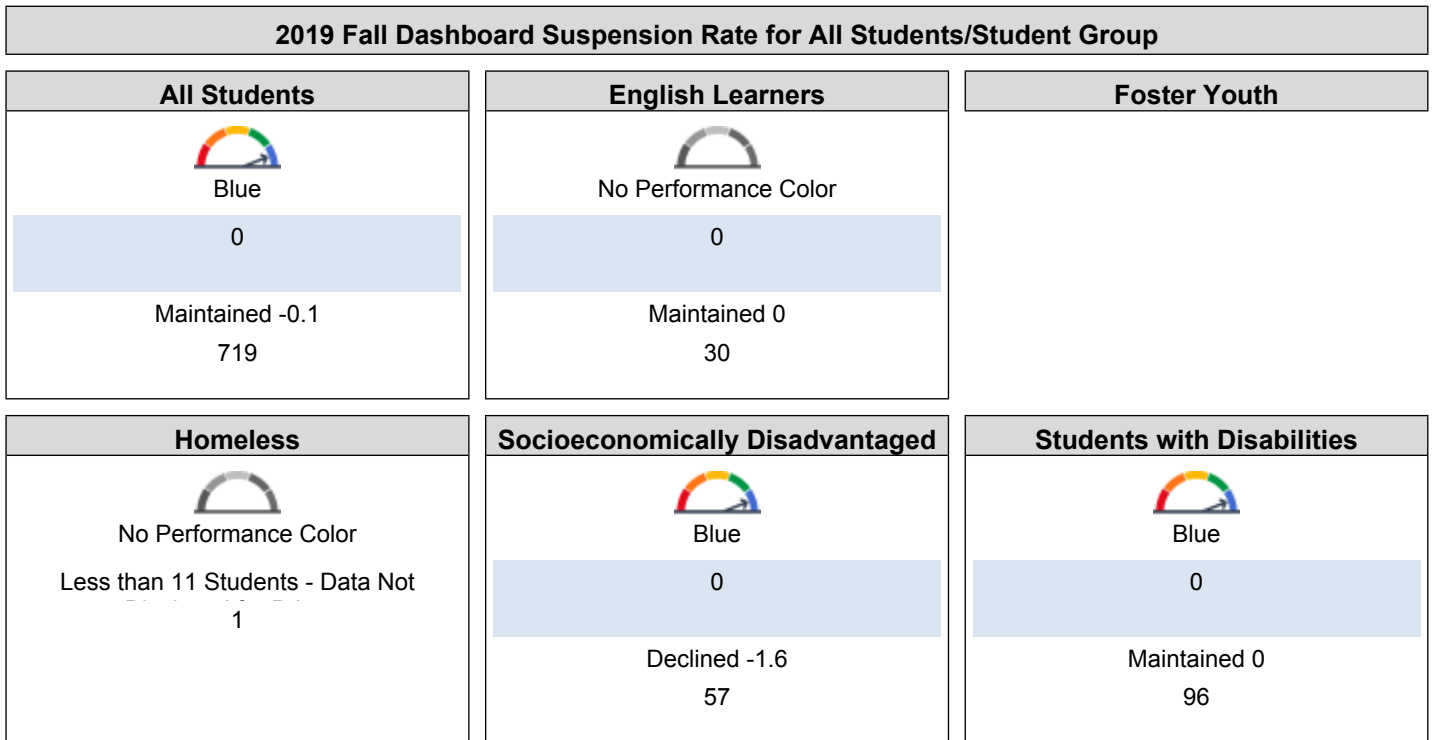
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 Blue 0 Maintained 0 165	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 103	 Blue 0 Maintained 0 100	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Declined -0.3 331

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0

Conclusions based on this data:

- 1.

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, we need to increase the number of students moving from level two into level three and four as reported in CAASPP using 18-19 data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator: SBAC (ELA and Math), DIBELS, Star Early Literacy, Star Reading and 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 closure in March. Our current proficiency rates were: 3rd Grade-87%, 4th Grade-84%, 5th Grade-93%	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)

ELStudents in Grades K-5

Strategy/Activity

2 Bilingual Instructional Assistants - provide EL support/intervention- work directly with English Learners identified by providing small group instruction or one-on-one support. They will provide support in both the virtual model using ZOOM or by phone. 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)

7040

Source(s)

Title III Immigrant Education Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Grades K-5

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

37,500

Source(s)

District Funded

Strategy/Activity 3

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 8th grade reading levels. Using proven Orton-Gillingham methods, the Sonday System is simple, quick to implement and highly effective.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

495

Source(s)

District Funded

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, Seacliff was unable to complete the implementation of our Thinking Maps review and Write from the Beginning and Beyond. 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, Seacliff was unable to continue the implementation of 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 in the regression students experienced due to remote learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Parents play an integral role in the education of Seacliff students. Our school's connections with parents and families declined due to the pandemic. Due to remote work with students and families and our inability to host families on campus our need to strengthen communication and connections with families has increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator: Attendance rates, Discipline data, Suspension data, Surveys, Seesaw Data, ParentSquare data, and Canvas utilization	As noted on our site State Dashboard, Seacliff has no suspension or discipline related issues noted putting us in blue. Seacliff's attendance was noted in the orange range for students who miss 30 or more days of school.	Seacliff will increase parent engagement as evidenced by our reach and frequency of communication, i.e. weekly newsletter, appreciations/responses, participation on 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 Grades K-5

Strategy/Activity

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 Grades K-5

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)

4,000

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 Grades K-5

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)

3,200

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, we focused on the implementation of blended learning across our classrooms. Staff engaged in trainings through staff meetings, online trainings, and individualized training based on the unique needs of each grade and teacher.

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

There were no major differences between the intended implementation and the budgeted expenditures. Instruction shifter from in-person to remote learning.

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.

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, there were no state or local assessments administered. Therefore the data and actions to this goal do not have measurable outcomes. Site goals have been amended to reflect the needs to 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
Metric/Indicator: 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. Icons of Depth and Complexity are used to assess student progress and understanding. Classroom formative assessment informs on-going instruction and provides indications as to student understanding and performance levels.	Students will increase performance on SBAC claims by 1% as evidenced by 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 Grades K-5

Strategy/Activity

MIND Research (K-5 only)- a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Educators use this program to deeply engage, motivate, and challenge students toward higher achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Grades K-5

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Grades K-5

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)

5,742

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Seacliff continued its focus on the implementation of our math support programs through discussion, coaching, and on-going support. Our focus shifted as we made the switch to remote learning due to COVID-19.

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

There were no major differences between the intended implementation and the budgeted expenditures. However, instruction did shift from in-person to remote learning on March 13.

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 a continued focus on math intervention/enrichment due to remote learning and student regression/recoupment. In addition, as we compile data during remote learning, we see a need to ensure the socio-emotional well-being of our students as well as the development of 21st Century Skills.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Incentive Reading Program

All grade 1-5 students will continue to participate in the Accelerated Reader Incentive Reading Program. Identified kindergarten students will participate when reading comprehension level is determined sufficient.

In April 2010, Seaclyff purchased the Accelerated Reader Enterprise Real Time Subscription, this web-based program allows students to access thousands of Accelerated Reader tests.

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	\$67,371.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title III Immigrant Education Program	\$7,040.00

Subtotal of additional federal funds included for this school: \$7,040.00

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

State or Local Programs	Allocation (\$)
District Funded	\$58,331.00
Site Formula Funds	\$2,000.00

Subtotal of state or local funds included for this school: \$60,331.00

Total of federal, state, and/or local funds for this school: \$67,371.00

School Site Council Membership

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

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

Name of Members	Role
Michael Andrzejewski	Principal
Lisa Lang	Other School Staff
Brandon Cole	Parent or Community Member
Stephanie Vail	Parent or Community Member
Jo Garrett	Parent or Community Member
Robin Shaffer	Parent or Community Member
Nick Schwab	Parent or Community Member
Darcy Lewis	Classroom Teacher
Amy Kelly	Classroom Teacher
Laura Downs	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 February 24, 2021.

Attested:

Principal, Michael Andrzejewski on 2-24-21

SSC Chairperson, Lisa Lang on 2-24-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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