



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
Ethel R. Dwyer Middle School	30-66530-6028849		February 23, 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.

Dwyer Middle 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, Dwyer's SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Dwyer's SPSA supports improving student group performance through the use of funding described in the 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 was 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.

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, celebrating and teaching about diversity, and more emphasis on mental health.

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 and assistant principals make formal and informal classroom observations. Observations are completed in compliance with the collective bargaining agreement between HBCSD and HBETA. Informal observations are completed as often as possible and throughout the day. Data from informal observations are used by the whole staff to measure progress on achieving school wide goals. All observations are another source of information to better address student needs. In addition, this year, site principals will work together to address specific instructional practices as well as to address the Common Core standards for classroom walk-throughs. These administrative PLC days will occur throughout the year and focus on best practices and 21st Century Learning.

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)

Alignment of curriculum, instruction and materials to content and performance standards:

State, district, and school achievement data are analyzed during staff and department meetings. The results of school demographic and student performance data from benchmark exams are used for program evaluation and to plan school improvement. Individual student scores on the benchmark exams are used to monitor student achievement. Data from the benchmarks, multiple measures, and the EOY Exams are examined yearly, trends are analyzed, and school-wide program decisions are made.

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

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

A variety of assessment tools are used to measure student performance and to evaluate programs. The results of SBAC will be utilized, in addition to district-level benchmarks and grade-level created common assessments.

All students are given the SRI at the beginning of the school year to determine a baseline lexile score and again throughout the year to see growth. This data informs teachers of student reading levels and students are then placed accordingly. Students needing extra support work on Lexia Strategies and are progress monitored at regular intervals. Data is also gathered from Houghton Mifflin Harcourt formative and summative tests, as well as district benchmarks in Language Arts.

In Math, all students are using ALEKS to determine initial levels. Students work at an individual pace based on leveling within the program and teachers monitor accordingly. Students are placed in the proper math level based on multiple measures and can move between the intervention classes as needed. Students take district-level benchmarks and teacher-created formative and summative tests as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Dwyer teachers meet the requirements of ESEA and are considered highly qualified.

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

All Dwyer teachers were found to be ESEA compliant and Highly Qualified. All teachers have access to multiple types of professional development, some offered at district level and others at site level. In the past few years, the focus of professional development has been in three areas: training on the newly SBE-adopted math curriculum, training on the newly SBE-adopted ELA curriculum, and technology integration in the classroom.

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

Alignment of staff development to standards, assessed student performance and professional needs:

All staff development is designed to assist faculty members in refining their skills in delivering calibrated standard-based instruction. Student performance is used as a diagnostic to determine the appropriateness of instruction in assisting all students toward attaining a standards-based curriculum. Staff have been working on disaggregating student data as means of driving instruction in the classroom. Staff regularly meets in PLC teams, departments, and as a whole for Technology training with Illuminate and OnPoint. Training for ELA teachers has been focused on DII, literacy training with Kelly Gallagher, and Writer's Workshop. Math professional development has focused on technology with ALEKS.

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

HBCSD provides instructional assistance and support to all teachers of reading/language arts and/or mathematics. Elementary and middle school teachers, and 6th through 8th grade English-language arts and mathematics teachers receive ongoing support offered by the school and district. HBCSD provides support including coaches/content experts who work within their PLCs to support teachers and deepen the knowledge about the content and delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. In addition, the district has three TOSAs who specialize in technology integration.

Ongoing classroom support is provided by the Title I teacher, instructional aides, and collaboration with special education teachers.

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

The school/district facilitates and supports teacher grade-level collaboration on a regular and frequent basis for elementary and middle school English-language arts and mathematics teachers to focus on the use of curriculum-embedded assessment data and data review to strengthen implementation of the adopted English-language arts and mathematics programs. Time is built into the calendar so that staff has regular opportunities to meet by department and subject matter, review the results of embedded assessments together, discuss the data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery. Staff meeting time is also used to facilitate more collaborative efforts by all staff.

Teaching and Learning

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

Instruction, curriculum, and materials are all aligned to the Common Core Standards. Adopted text books, instructional strategies, and standards sequence schedules are designed and implemented to promote all student progress toward proficiency of grade-level standards. Teachers meet regularly to redefine practices and pacing to student need. Staff members look at data to progress their teaching and set goals for student achievement based upon those outcomes.

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

In a typical year, all students are enrolled in English Language Arts for 48 minutes daily. Students who have been identified as English Language Learners (ELPAC levels 1 - 3) are enrolled in targeted ELD instruction for an additional period each day.

In a typical year, all students in grades 6 - 8 receive 48 daily minutes of mathematics. Students who are below grade level in math are enrolled in an additional period of support called Math Opportunities.

In a typical year, all students are enrolled in Physical Education for 48 minutes a day.

COVID-19 schedules differ between distance learning and the hybrid model, however all instructional minutes meet requirements.

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

Each year, teachers from across the district refine a common pacing plan known as Standards Sequence Schedules in English-Language Arts and Math.

Dwyer's Master Schedule is developed to meet the requirements of instructional subject areas and minutes throughout the day. Students are enrolled into Elective Courses to promote a broad academic experience. Students that are in need of targeted academic interventions are enrolled into Guided Support or Study Skills, an intervention class that is offered to support various subject areas. Students needing more instruction on math are enrolled in Math Opportunities, an additional period each day.

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

As we implement Common Core, the measurable objectives and assessments created by teachers will create a needs assessment for materials necessary to support instruction. The district is utilizing research based programs that address the Common Core standards such as MIND Institute, Thinking Maps and Direct Interactive Instruction. To decrease the achievement gap for identified subgroups the school has adopted programs for intervention for Special Education and English Learners. Students are provided with a class set of state adopted texts books as well as a set of textbooks they can keep at home to increase access to content. Teachers also provide students with workbooks and supplemental instructional materials to support their state adopted texts.

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

Standards-aligned instructional materials, that are state adopted, are used in all classrooms. School-wide adherence to a guaranteed, viable curriculum is developed through our Professional Learning Communities and supported by planning, collaboration, and release time.

Opportunity and Equal Educational Access

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

State and Federal categorical and donation funding provide staff development, teacher release time, technology support, and additional EL materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized by each grade level team. Grade level and subject area teams meet on a regular basis to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments. Teachers use a variety of instructional approaches to address the needs of the individual learner.

Students have opportunities for additional support during the school day with classes like Study Skills, Guided Support, Math Opportunities, and Co-teach Core, Science, and Math classes. Students can also receive additional support after school with tutoring, Friday Academy, intervention courses, and enrichment courses.

Evidence-based educational practices to raise student achievement

Through professional development, Dwyer teachers have been trained on Direct Interactive Instruction to ensure that all students are engaged in learning and mastery. Additionally, Lexia, ALEKS, and Khan Academy are utilized for qualified students to enhance learning and build problem solving skills in all students.

Parental Engagement

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

In alignment with the district's LCAP, the school focuses on parent communication, parent education, and parent involvement in school governance and advocacy for students. Community resources are made available through the school website, weekly newsletter, and district website. School Site Council and English Language Advisory Committee meetings are held several times a year to increase involvement and communication as well.

Current resources to assist under-achieving students include Title I intervention classes, before and after school assistance and tutoring. In addition to intervention classes, some students participate in the HBHS Monday-Wednesday tutoring group to receive targeted assistance in course work. Families participate in our "Twilight Education Project" program which a collaboration of community college, district and families which tutors students and teaches second language learners language skills. Additionally, Phoenix House offers student education during school and parent opportunities in the evening. In addition, a parent book club is hosted by the principal and PTSA to engage parents in dialogue regarding current issues of middle school students.

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)

All opportunities are offered to parents in PTSA, School Site Council, DAC, DELAC, School Committees or by informal invites through School Loop or school-wide phone calls. In reviewing data with staff and parents, there is a strong commitment to on-going and continued improvement of our students' performance.

Parents are also given the opportunity to provide feedback during the annual survey in the spring.

Funding

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

Federal categorical and other state funds provide both services and materials to assist under-performing students to meet standards. Funds are utilized to provide instructional aides to support English Learners and students with disabilities. Funds are also used to provide support classes to students who are struggling with math and language arts standards. State and Federal funds have additionally been used to provide staff development for key staff on collaboration, data analysis, and Direct Interactive Instruction.

Fiscal support (EPC)

At Dwyer, general and categorical funds are used appropriately to support English/Language Arts, mathematics and intervention programs at the site. Fiscal support includes state funding consisting of general funds and categorical funds for English Learners (LCFF-EL); federal funds (Title I); PTSA donations; sponsorships, and direct donations.

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. Dwyer'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 Dwyer and district level. Several meetings, at the site level take place in the fall 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. Dwyer informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTSA for additional parental input. During these parent meetings, School Site Council is also provided an opportunity to complete an annual review of the previous year's SPSA goals. These community groups collaborate to help finalize the SPSA draft before it goes for School Board approval.

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. On July 27, four work groups totaling 69 members, consisting of administrators, teachers, classified staff, and parents, assembled the plan for the Learning Continuity and Attendance Plan (LCAP). Work groups consisted of safety and logistics, curriculum and instruction, health and hygiene, and mental health and wellness. The specific make up of the groups represented an interdisciplinary approach including the interests and perspectives from health services, academics, special education, site operations, technology, assessment and accountability. Parents represented families from cross section of stakeholders including District English Advisory Committee (DELAC), Parent Teacher Association (PTA), parents of students receiving special education services, and students from Title I schools. Classified and certificated staff, including members of the association's leadership teams,

were included in the work groups. An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or blended model when deemed safe to do so.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student 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	0.23%	0.24%	0.2%	3	3	2
African American	0.61%	0.71%	0.4%	8	9	4
Asian	10.94%	11.83%	13.1%	143	151	149
Filipino	1.07%	1.18%	1.1%	14	15	12
Hispanic/Latino	23.87%	24.29%	24.5%	312	310	280
Pacific Islander	0.54%	0.39%	0.9%	7	5	10
White	53.4%	50.78%	49.7%	698	648	567
Multiple/No Response	8.42%	0.78%	9.3%	110	125	106
Total Enrollment				1,307	1,276	1,142

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	408	416	358
Grade 7	449	415	376
Grade 8	450	445	408
Total Enrollment	1,307	1,276	1,142

Conclusions based on this data:

1. Student demographics continue to stay fairly consistent from year to year. The overall enrollment fluctuates by about 50 students (+/-).

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	83	89	84	6.4%	7.0%	7.4%
Fluent English Proficient (FEP)	145	138	111	11.1%	10.8%	9.7%
Reclassified Fluent English Proficient (RFEP)	0	2	4	0.0%	2.4%	4.5%

Conclusions based on this data:

1. English Learners are gaining fluency at a growing rate. The goal is to continue this trend from year to year.
2. English Learners will be reclassified fluent proficient (RFEP) when multiple measures of success are met.
3. There was a dip in proficiency in 2018-19. This may be attributed to the switch over from CELDT to ELPAC testing.

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 6	429	450	407	424	444	401	424	444	401	98.8	98.7	98.5
Grade 7	466	437	438	457	432	435	457	432	435	98.1	98.9	99.3
Grade 8	414	473	440	410	460	433	410	460	433	99	97.3	98.4
All Grades	1309	1360	1285	1291	1336	1269	1291	1336	1269	98.6	98.2	98.8

* 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 6	2569.	2570.	2578.	34.43	36.49	40.40	33.02	33.11	32.42	18.40	15.99	16.46	14.15	14.41	10.72
Grade 7	2602.	2596.	2610.	34.35	30.32	37.24	37.42	42.59	39.31	17.51	16.44	15.17	10.72	10.65	8.28
Grade 8	2618.	2612.	2606.	31.95	30.87	31.41	39.76	39.13	36.03	18.54	19.57	18.48	9.76	10.43	14.09
All Grades	N/A	N/A	N/A	33.62	32.56	36.25	36.72	38.25	36.01	18.13	17.37	16.71	11.54	11.83	11.03

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 6	35.14	39.82	39.90	47.41	41.86	40.65	17.45	18.33	19.45	
Grade 7	44.64	41.44	42.86	41.36	43.52	41.71	14.00	15.05	15.44	
Grade 8	43.87	40.00	40.88	43.63	42.61	41.11	12.50	17.39	18.01	
All Grades	41.27	40.40	41.25	44.07	42.65	41.17	14.66	16.94	17.59	

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 6	41.27	41.86	44.14	40.80	40.72	45.14	17.92	17.42	10.72
Grade 7	48.14	41.90	48.16	37.64	45.60	43.32	14.22	12.50	8.53
Grade 8	45.59	44.66	44.80	40.44	41.39	40.42	13.97	13.94	14.78
All Grades	45.07	42.84	45.74	39.57	42.54	42.90	15.36	14.63	11.36

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 6	31.60	30.09	27.43	59.67	58.60	62.59	8.73	11.31	9.98
Grade 7	28.67	20.37	26.73	62.36	66.20	66.82	8.97	13.43	6.45
Grade 8	30.64	28.70	29.79	61.52	64.57	58.66	7.84	6.74	11.55
All Grades	30.26	26.46	28.00	61.21	63.12	62.70	8.53	10.42	9.31

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 6	44.34	52.49	45.89	41.75	34.84	41.65	13.92	12.67	12.47
Grade 7	46.83	46.30	48.39	44.42	44.21	43.32	8.75	9.49	8.29
Grade 8	45.34	48.70	37.64	44.36	40.65	45.27	10.29	10.65	17.09
All Grades	45.54	49.18	43.93	43.52	39.88	43.45	10.94	10.94	12.62

Conclusions based on this data:

1. Dwyer ELA teachers have done a good job preparing our students to be deep, critical and analytical thinkers.
2. More of our focus needs to surround the skills of analyzing text through close reading and cross-curricular writing and literacy. Struggling readers and writers need more support through interventions and classroom strategies.
3. Although our overall scores are high, we still have 11% of our students not meeting standard and 17% nearly meeting standard in ELA. We will review individual student scores and make sure those students are properly placed and receiving proper interventions.

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 6	429	450	407	424	446	401	424	445	401	98.8	99.1	98.5
Grade 7	466	437	438	459	431	436	459	431	436	98.5	98.6	99.5
Grade 8	414	473	440	408	463	433	408	461	432	98.6	97.9	98.4
All Grades	1309	1360	1285	1291	1340	1270	1291	1337	1269	98.6	98.5	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2562.	2572.	2573.	33.96	38.20	39.40	23.58	25.84	22.19	25.47	22.47	22.69	16.98	13.48	15.71
Grade 7	2596.	2587.	2605.	37.47	35.73	40.60	29.63	25.75	24.54	18.74	21.35	22.02	14.16	17.17	12.84
Grade 8	2596.	2609.	2602.	36.03	41.21	40.28	24.51	26.25	23.38	19.12	14.10	15.05	20.34	18.44	21.30
All Grades	N/A	N/A	N/A	35.86	38.44	40.11	26.03	25.95	23.40	21.07	19.22	19.86	17.04	16.38	16.63

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 6	44.44	46.15	46.73	31.68	33.26	31.66	23.88	20.59	21.61	
Grade 7	50.55	47.44	51.72	30.42	30.00	29.43	19.04	22.56	18.85	
Grade 8	41.13	53.63	51.16	35.71	27.25	25.46	23.15	19.12	23.38	
All Grades	45.57	49.13	49.96	32.50	30.14	28.77	21.93	20.72	21.26	

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 6	32.31	35.73	35.41	45.99	46.52	47.38	21.70	17.75	17.21
Grade 7	40.74	40.37	42.43	43.36	39.68	41.97	15.90	19.95	15.60
Grade 8	39.95	44.66	39.35	39.71	39.87	39.81	20.34	15.47	20.83
All Grades	37.72	40.30	39.16	43.07	42.02	42.95	19.21	17.68	17.89

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 6	33.96	40.32	34.50	44.34	40.54	46.00	21.70	19.14	19.50
Grade 7	38.86	32.25	41.74	51.09	51.97	46.10	10.04	15.78	12.16
Grade 8	34.07	37.72	35.19	46.57	45.39	46.53	19.36	16.89	18.29
All Grades	35.74	36.81	37.22	47.44	45.91	46.21	16.82	17.28	16.56

Conclusions based on this data:

1. Math teachers will continue to focus on writing in math to communicate reasoning for mathematical conclusions. 63% of students struggle in this claim.
2. Specific focus will also be placed in the area of Problem Solving and Modeling/Data Analysis. 61% of students were at or near standard or below standard in this claim.
3. Math scores have plateaued in the past few years. There are 20% of students near meeting standard and 17% not meeting standard. The Math Team will continue to look at growth over the grade levels to prioritize student readiness for the high school transition.

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 6	1516.4	1584.1	1521.8	1601.6	1510.6	1566.4	33	31
Grade 7	1571.5	1572.9	1582.2	1591.5	1560.4	1553.9	25	27
Grade 8	1578.8	1623.3	1594.5	1657.1	1562.8	1589.1	40	23
All Grades							98	81

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
6	*	58.06	42.42	22.58	*	12.90	*	6.45	33	31
7	60.00	48.15	*	37.04	*	11.11		3.70	25	27
8	55.00	69.57	32.50	21.74	*	4.35	*	4.35	40	23
All Grades	43.88	58.02	36.73	27.16	13.27	9.88	*	4.94	98	81

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
6	48.48	70.97	*	25.81	*	3.23	*	0.00	33	31
7	92.00	77.78	*	18.52		0.00		3.70	25	27
8	80.00	82.61	*	8.70	*	4.35		4.35	40	23
All Grades	72.45	76.54	17.35	18.52	*	2.47	*	2.47	98	81

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
6	*	32.26	*	38.71	39.39	16.13	39.39	12.90	33	31
7	*	14.81	52.00	37.04	*	37.04	*	11.11	25	27
8	37.50	34.78	*	30.43	27.50	26.09	*	8.70	40	23
All Grades	27.55	27.16	23.47	35.80	28.57	25.93	20.41	11.11	98	81

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
6	*	48.39	54.55	38.71	*	12.90	33	31
7	52.00	14.81	48.00	77.78		7.41	25	27
8	55.00	34.78	40.00	52.17	*	13.04	40	23
All	43.88	33.33	46.94	55.56	*	11.11	98	81

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
6	75.76	93.55	*	6.45	*	0.00	33	31
7	96.00	88.89	*	7.41		3.70	25	27
8	92.50	95.65	*	0.00		4.35	40	23
All Grades	87.76	92.59	*	4.94	*	2.47	98	81

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
6	*	25.81	*	51.61	72.73	22.58	33	31
7	*	22.22	*	48.15	*	29.63	25	27
8	42.50	43.48	*	34.78	37.50	21.74	40	23
All Grades	32.65	29.63	22.45	45.68	44.90	24.69	98	81

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
6	*	45.16	75.76	54.84	*	0.00	33	31
7	*	25.93	76.00	70.37		3.70	25	27
8	*	13.04	72.50	86.96	*	0.00	40	23
All Grades	20.41	29.63	74.49	69.14	*	1.23	98	81

Conclusions based on this data:

1. The majority of our English Learners are levels 3-4. Many are long-term ELs.

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
1,276	23.6	7.0	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	7.0
Foster Youth	2	0.2
Homeless	6	0.5
Socioeconomically Disadvantaged	301	23.6
Students with Disabilities	119	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.7
American Indian	3	0.2
Asian	151	11.8
Filipino	15	1.2
Hispanic	310	24.3
Two or More Races	125	9.8
Pacific Islander	5	0.4
White	648	50.8

Conclusions based on this data:





1. Approximately a quarter of our population qualifies for assistance based on having a socioeconomic disadvantage.
2. There is a high percentage of students with disabilities (10%) and a moderate percentage of English Learners (7%).

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Although Dwyer has majority blue and green overall indicators, we will seek to improve with the 3 student groups in the red and orange.
2. Targeted interventions will be planned to address the needs of English Learners, Hispanic Students, Students with Disabilities, and SES Disadvantaged Students in both math and language arts.

School and Student Performance Data

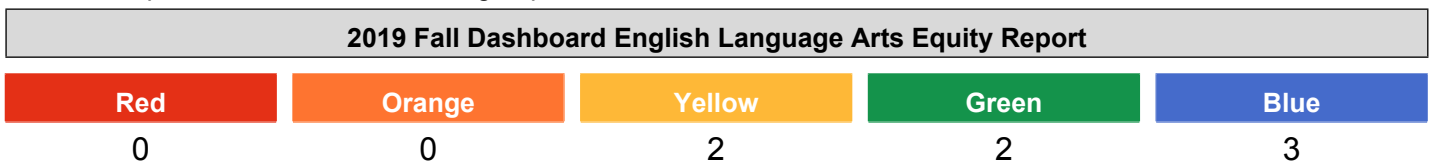
Academic Performance English Language Arts

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> Blue 49.8 points above standard Increased ++5 points 1243	<p>English Learners</p> Yellow 17.3 points below standard Increased Significantly ++33.1 points 111	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color 16.3 points below standard 15	<p>Socioeconomically Disadvantaged</p> Green 2.9 points above standard Increased ++4.3 points 323	<p>Students with Disabilities</p> Yellow 53.2 points below standard Increased Significantly ++24 points 125

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 109.1 points above standard Increased ++6 points 142	 No Performance Color 11.2 points above standard Declined Significantly -16.3 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.1 points above standard Increased Significantly ++16.5 points 296	 Blue 77.2 points above standard Increased ++11.2 points 106	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 51.8 points above standard Maintained -1.7 points 658

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
52.6 points below standard Increased Significantly ++39.2 points 76	59.3 points above standard Increased ++13.1 points 35	53.4 points above standard Maintained ++1 points 1023

Conclusions based on this data:

- Although the overall data is positive and our students are scoring well, special attention must be paid to the subgroups that are struggling: English Learners, Hispanic students, Socioeconomically Disadvantaged, and Students with Disabilities.

School and Student Performance Data

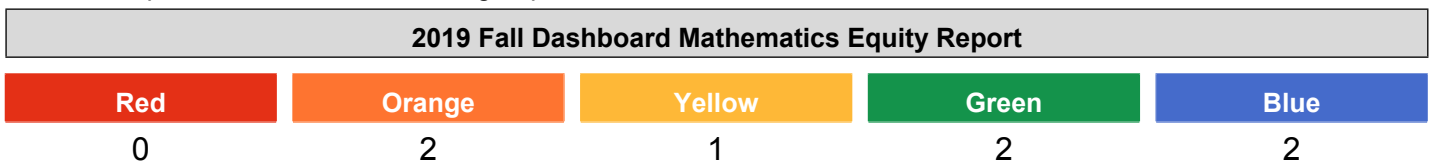
Academic Performance Mathematics

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		
All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
27.4 points above standard	43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.8 points	Increased Significantly ++36 points	4
1243	111	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
89.6 points below standard	31.9 points below standard	95.2 points below standard
15	Maintained ++2.4 points	Increased Significantly ++21.2 points
	323	125

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 109.1 points above standard Increased ++10.2 points 142	 No Performance Color 24 points above standard Maintained -1.9 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.3 points below standard Increased ++13.8 points 296	 Blue 54.5 points above standard Increased ++9.9 points 106	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 28.6 points above standard Maintained -1.8 points 658

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
79.5 points below standard Increased Significantly ++41 points 76	35.3 points above standard Increased Significantly ++18.4 points 35	29.6 points above standard Maintained -0.3 points 1023

Conclusions based on this data:

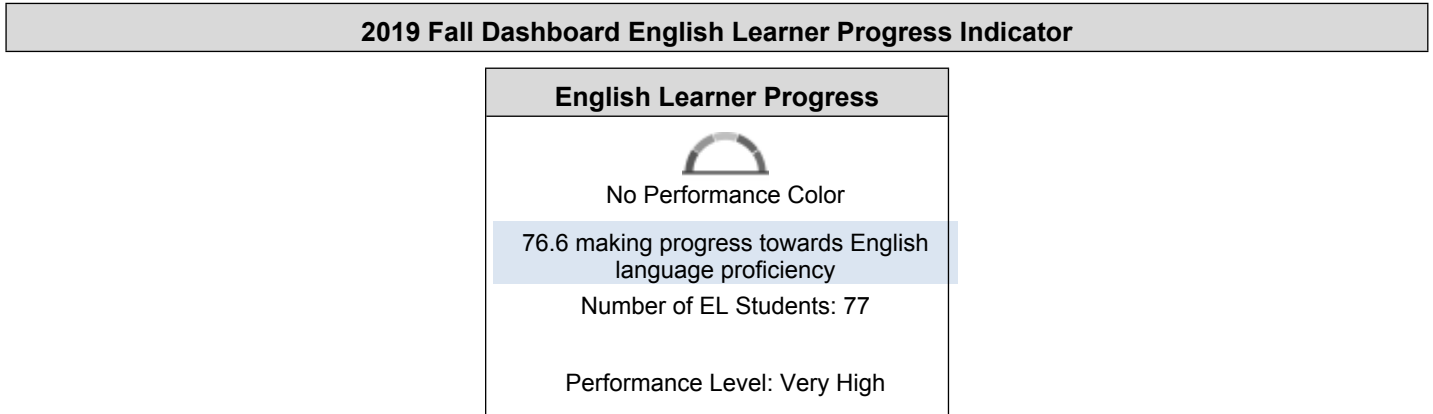
- Overall, the math scores are staying consistent. Special attention and interventions must address the gap for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.
- The population of Hispanic students and SES disadvantaged still falls below the school average significantly, however the SES disadvantaged students increased by 15.5 points.

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
11.6	11.6	23.3	53.2

Conclusions based on this data:

- Specific interventions and staff professional development should be occurring for English Learners based upon the data that shows they are scoring significantly below their English Only peers.

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. N/A

School and Student Performance Data

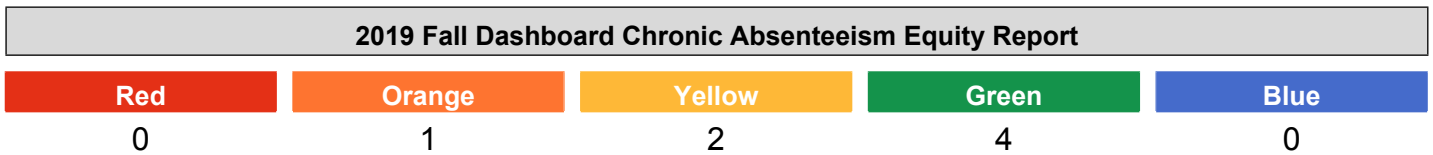
Academic Engagement Chronic Absenteeism

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

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











This section provides number of student groups in each color.



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>6.9</p> <p>Maintained -0.2</p> <p>1332</p>	<p>English Learners</p> <p>Yellow</p> <p>7.1</p> <p>Maintained +0.1</p> <p>85</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>47.1</p> <p>17</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>12.7</p> <p>Declined -0.5</p> <p>362</p>	<p>Students with Disabilities</p> <p>Green</p> <p>8</p> <p>Declined -8.2</p> <p>137</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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 2.1 Increased +0.8 145	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9 Declined -2.7 321	 Green 6.5 Declined -1.8 124	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 7.9 Increased +1.1 709

Conclusions based on this data:

- Students with disabilities seem to have the biggest gap in attendance, followed by students of two or more races.
- Staff will need to look further into the reasons for absence with these sub-groups.

School and Student Performance Data

Academic Engagement Graduation Rate

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

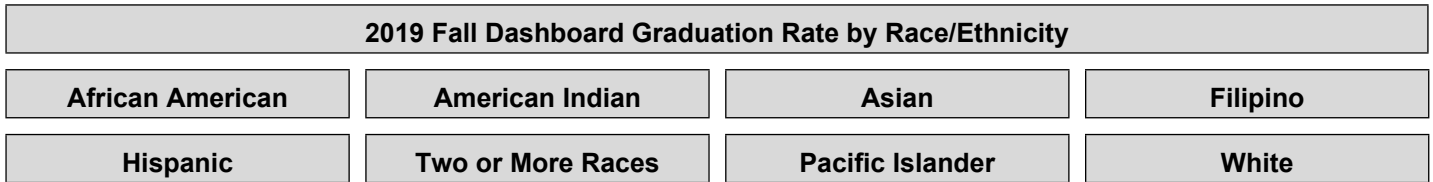
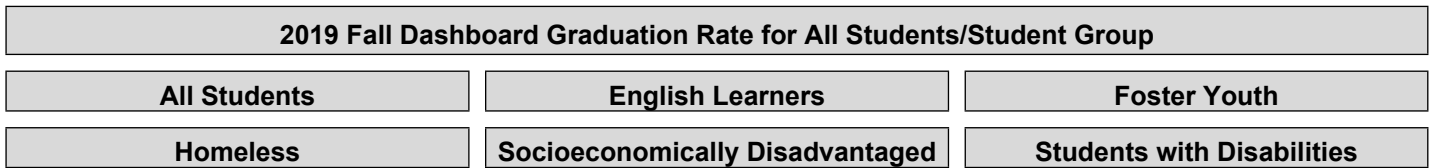
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

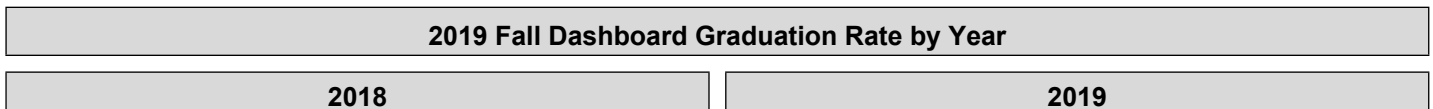
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

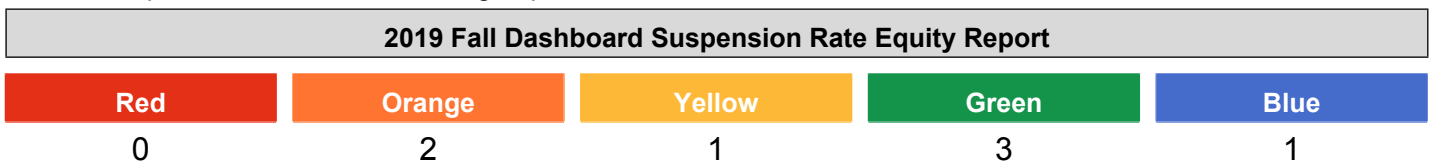
Conditions & Climate Suspension Rate

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.4</p> <p>Declined -0.9</p> <p>1338</p>	<p>English Learners</p> <p>Orange</p> <p>3.4</p> <p>Increased +1.4</p> <p>87</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>23.5</p> <p>17</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.1</p> <p>Declined -1.4</p> <p>363</p>	<p>Students with Disabilities</p> <p>Green</p> <p>6.5</p> <p>Declined -1.4</p> <p>138</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Declined -2.6 147	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5 Maintained 0 321	 Orange 4.8 Increased +2.4 124	 No Performance Color Less than 11 Students - Data 7	 Green 3.1 Declined -1.3 713

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.3	3.4

Conclusions based on this data:

1. The suspension rates improved in most every category in the past year. This could be attributed to the school's PBIS system.
2. The area of most need to address would be interventions within the Hispanic sub-group and with students who identify as two or more races.

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

Dwyer students will increase proficiency by 1% in ELA and Math in all subgroups through first, best instruction.

Identified Need

To support students and teachers in developing strategies to implement curriculum to support students in both a distance learning and hybrid instructional model.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA and Math STAR Reading ALEKS Math Utilization of Canvas Technology/Modernization Percentage of staff participation in trainings PD survey results	28% of students have not met standard (17% near, 11% not met) on the ELA SBAC based on 2018-2019 test data, 36% of students have not met standard (20% near, 16% not met) on the Math SBAC based on 2018-2019 test data	Our expected outcome is to move students toward mastery, with a 1% increase in meeting or exceeding standard.

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)

Title I, English Learners, Special Education

Strategy/Activity

All teachers will continue to implement Common Core State Standards, Next Generation Science Standards, 21st Century Skills, ALEKS, Lexia Power Up, Khan Academy, etc.

Lexia usage will be broadened to serve more students needing literacy intervention. Licenses will be purchased for all students in Special Education and EL, as well as any student in Co-teach A Core classes. Students needing the intensive intervention in Co-teach B Core will also use Lexia as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,400	Title I
4,268	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)

Title I, EL, and Special Education for intervention; all students for enrichments

Strategy/Activity

Providing strategic Interventions and multi-tiered academic placements for students to improve their overall GPA and readiness for end of year assessments. Provide after school help for struggling students. Use strategic performance data to appropriately place students academically.

A Title I teacher will meet with small groups of students to extend their hybrid schedule day. The focus will be on bridging gaps in ELA and Math, as well as assisting students with organizing and completing their asynchronous work.

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)
38,419	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

The ELD Core class will use Nearpod EL as a supplement to the other standards-based materials.

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)
600	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, English Learners, Special Education students, At-risk students

Strategy/Activity

Contracted services for supporting learning in all departments. This includes, but is not limited to, copier leases, printing services, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,837	Site Formula Funds
7,231	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The Media Center maker space with have many components added. Virtual Reality headsets will be purchased to allow for all courses to expand their curriculum with VR labs, field trips, etc. Robotics kits, a green screen recording area, and other maker materials will be purchased for all student use. Materials will be supplied to this area for Title I students to use for class projects and enrichment.

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)
8,250	Site Formula Funds
6,750	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Title I students

Strategy/Activity

Supplemental materials will be purchased for use by the Title I teacher to use during small group instruction. These materials will focus on academic vocabulary development.

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)

2,820

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued Development of a Digital Media Center (DMC), in the library. In addition to books, the library will offer digital resources for students to engage in learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,100

Source(s)

Site Formula Funds

900

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Core, Math, Science, PE, and Electives instructional materials, curriculum, and professional development. This also includes specific materials and professional development for Title I classes and 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)

6,088	Site Formula Funds
18,911	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

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)	Source(s)
13,600	Title III Immigrant Education Program
	Title I Part A: Targeted Assistance Program
	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

OnPoint Consulting Services - provides professional development regarding distance learning/hybrid model.

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)
6,250	District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

37,500

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students, Intervention classes, Title I classes

Strategy/Activity

Go Guardian software will be purchased for monitoring student devices and for collaboration/mirroring between students in a classroom.

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

Site Formula Funds

2,700

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Students in Visual Arts elective classes

Strategy/Activity

Visual Arts materials and supplies.

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)

2,464

Donations

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Students in APA Jr. classes

Strategy/Activity

Drama/Theater Department supplies and costs.

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)

2,463

Source(s)

Donations

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Students in yearbook elective class

Strategy/Activity

Yearbook elective supplies and costs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Donations

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Students in animation/computer electives classes

Strategy/Activity

Animation/Digital Media supplies and costs. Digital Media is a newer class that supports our APA Jr. program and many materials are needed to begin the program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,100

Source(s)

Site Formula Funds

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

At-risk students, intervention students, English Learners, Special Education students

Strategy/Activity

Classroom Libraries for intervention classes - co-teach classes are focusing on motivating students to read by forming literature circles/book clubs into their curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,803

Source(s)

Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials will be purchased for PE to outfit our new gymnasium.

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)

12,500

Source(s)

Donations

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.

Overall, strategies were met with effectiveness site-wide from September 2019 - March 13, 2020. Our efforts to focus on interventions for English Learners helped students move up to proficiency by 10% in ELA based on 2018-2019 test data.

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, Dwyer was unable to fully implement certain professional development opportunities, an ELPAC boot camp, and purchasing of instructional supplies. 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 more focus on common, essential standards across departments. In addition, moving forward, teachers will be looking at how to fill gaps due to to the emergency remote learning and distance learning models.

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, Dwyer will utilize various communication platforms to engage families and develop academic partnerships.

Identified Need

Although we saw growth in the last year, prior surveys have shown that students and community members need to feel more connected to school and adults on campus. This is particularly difficult this year due to the pandemic shut down.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates Discipline data Suspension data Surveys Parent Square data Canvas	Survey Data from 2018-2019 - Student responses to the following remained the same or declined slightly from the previous year: school engagement - 32%, belonging - 40%, climate - 48%, safety - 55%, and teacher-student relationships - 48%. Family survey results showed that only 20% of parents feel there is family engagement with the school.	Our expected outcome is to see growth in every one of these areas of at least 2% in each area.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Dwyer will provide Outreach Counseling, discipline assemblies, teacher training and parent presentations to support students who are at risk.

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)

6,295

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, targeting students needing Tier II or III behavioral interventions

Strategy/Activity

Dwyer will also pursue security improvements on campus and refinement of the school discipline policy. Dwyer teachers and staff will participate in school safety training and provide the same to Dwyer students and parents. Due to COVID regulations, there are currently 8 campus supervisors working all day.

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)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

6th grade students, new students

Strategy/Activity

Destination Dwyer/Where Everyone Belongs (WEB) program will continue to be implemented to welcome and engage 6th grade students and students new to our campus. Expenses to include three teacher stipends and various supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,650

Source(s)

Site Formula Funds

1,350

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, with a focus on those with Tier II and Tier III behavioral needs

Strategy/Activity

A team of teachers and administrators will continue to be trained in PBIS (Positive Behavior and Intervention Supports). The team has created our school plan for a system of core values (GRIT) with rewards for positive behaviors, in hopes of decreasing disciplinary needs. The team will attend Tier II/III training at the county level. In addition, a PBIS Coach will lead the team and attend additional training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,200

Other

1,500

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, Title I and at-risk students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,650

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Our targeted students for more school engagement and involvement are: at-risk, English Learners, and Socioeconomically Disadvantaged

Strategy/Activity

Increase student involvement through our PTSA, ASB, trip opportunities, and clubs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continuation of STAR Program (Students Taking Academic Responsibility) for rewarding student progress. Students will also be rewarded through our PBIS system called GRIT.

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)

6,800

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Square Communication- to provide families with a more comprehensive communication platform.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, focus on Tier II and Tier III behavioral supports

Strategy/Activity

A stipend will be paid to our school PBIS Coach for facilitating the program, running monthly meetings, and attending county level training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Assistant Principals at the middle school level

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)

151,616

Source(s)

LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

APA Jr. students

Strategy/Activity

Support APA Jr. (Academy for the Performing Arts, Jr.) by articulating with APA (at our feeder high school) and sourcing experts to assist in our productions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Dwyer will work with PTSA to plan for family activity nights, in which school staff, parents, and students will come together for the betterment of our community. This may include a parent book series, as well as family screen-free activity nights.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent nights will be planned for technology training and social-emotional well-being throughout the year. Parents will learn how to stay involved through Canvas and Google, and will also learn new strategies to support their child's development..

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Students selected for athletic teams

Strategy/Activity

After school sports engages students in school through different sports teams in inter-mural play. Teams travel to other school locations for games.

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)
10,000	District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students health and safety will be cared for through updating of emergency kits and supplies for the health office.

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)
275	Site Formula Funds
225	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students, additional support to Tier II and III

Strategy/Activity

Software will be purchased to track data regarding behavior and social-emotional well-being, as part of our GRIT (PBIS) program.

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)
2,558	Site Formula Funds
1,097	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student awards will be given throughout the year for achievements in academics. Student incentives will also be given for increased attendance and positive behavior.

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)

800

Source(s)

Donations

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A school counselor will be hired to work with all students, primarily in Tier I through classroom guidance lessons and Tier II through small groups and SSTs. The counselor will also coordinate social emotional and mindfulness activities for students. 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)

14,040

Source(s)

District Funded

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

Tier II SEL and PBIS

Strategy/Activity

Nearpod software will be purchased to use in developing and teaching lessons across the curriculum (specifically Social Emotional and Digital Citizenship).

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)

5,200

Source(s)

Title I

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.

The overall implementation of our Tiers I and II PBIS system (GRIT) was very successful and improved behavior and attendance rates from September 2019 - March 13, 2020.

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, Dwyer was unable to fully implement parent nights, after-school enrichments, and some stipends for spring after school sports. 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 adding more Tiers in PBIS and continuing to build upon Tier I implementation of SEL.

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

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

Identified Need

With our school being modernized in the last few years, teachers and students need strategies for increasing their 21st Century Skills. The 5 Cs to focus on are: Critical Thinking and Problem Solving, Communication, Collaboration, Creativity, and Citizenship (global and local).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implemented classroom lessons/units of instruction-including depth of complexity, DOK levels (insert DOK chart) SBAC claims Increased number of student voice/choice (student led) projects Project based learning Student clubs, student leadership groups Percentage of staff participation in trainings PD survey results	28% of students have not met standard (17% near, 11% not met) on the ELA SBAC based on 2018-2019 test data, 36% of students have not met standard (20% near, 16% not met) on the Math SBAC based on 2018-2019 test data	Our expected outcome is to move students toward mastery, with a 1% increase in meeting standard through each claim (in Math and ELA).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase student access to technology, train teachers in the use of technology to engage and provide resources to students to increase their knowledge of 21st century skills.

This includes classroom technology purchases that will not be included in modernization. It also includes professional development geared toward technology (speakers during staff meetings or various conferences for teachers). We will prioritize efforts in our intervention and special education classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Site Formula Funds
4,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Establish site technology representatives to assist and model for teachers with new technology and methods for usage.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional hours for Library Media Technicians to work with 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)
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27,281

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Allow teachers and administrators to attend conferences that increase student access to 21st Century skills. These may include, but are not limited to, CUE (Computer Users in Education), Lead 3.0 (administrator CUE), etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,660

Site Formula Funds

4,000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Title I and at-risk students

Strategy/Activity

Provide continuing professional development for faculty and staff to include Lexia, Khan Academy, targeted interventions, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development strategies and training will be offered for teachers to further their learning in the core subject areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,400	Site Formula Funds
600	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to expand the students' exposure to technology and 21st Century skills, Dwyer will expand our STEM offerings as electives and after-school enrichment. Enrichment opportunities will allow for students needing intervention to have access to STEM activities. The new STEM labs will be outfitted with materials, curriculum, and tools.

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)
57,750	Site Formula Funds
47,250	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Articulation days with high school district to better prepare students for success at the next level.

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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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students who elect to participate

Strategy/Activity

National History Day training and planning to prepare students for the annual event.

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)

630

Site Formula Funds

270

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students, focusing on English Learners, At-risk students, and Special Education students

Strategy/Activity

Release Days and professional development training for teachers, including collaboration - these days will be used for teachers to plan common pacing and lessons, analyze data, and share/learn from each other, as well as attend training where needed. ELA teachers will use these days to continue planning with the adoption materials and plan accordingly. Math teachers will learn new technology and its usage to better math understanding. Science teachers will use release time to continue moving forward with NGSS planning. The end goal for is for each department to have a shared vision for what is essential in their course and which activities/experiences will be taught to all students, regardless of teacher or level.

Teachers will meet in grade level teams and course-alike teams to develop common expectations and student experiences. This work will be based on CCSS, SBAC scores, spiraling skills, and rigor. All groups will meet at least twice during the year in pull-out days and at minimum, quarterly, during staff meeting time.

Emphasis this year will be on filling gaps for students who are below grade level, in addition to, narrowing down essential standards due to less time in the classroom (pandemic).

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)

9,000

Title I

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.

Overall, professional development was focused on 21st Century Skills and technology. More time is needed to be spent by teachers working in teams to identify common skills and experiences for students.

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, Dwyer was unable to fully implement Project-based Learning and technology (CUE) professional development and articulation days with our feeder high school. 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 more succinct school-wide strategies for higher level thinking 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
------------------	-------------------------	------------------

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
------------------	-------------------------	------------------

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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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	\$570,751.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$170,321.00
Title III Immigrant Education Program	\$17,868.00

Subtotal of additional federal funds included for this school: \$188,189.00

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	\$79,440.00
Donations	\$19,227.00
LCFF - Supplemental	\$178,897.00
Other	\$1,200.00
Parent-Teacher Association (PTA)	\$7,300.00
Site Formula Funds	\$96,498.00

Subtotal of state or local funds included for this school: \$382,562.00

Total of federal, state, and/or local funds for this school: \$570,751.00

School Site Council Membership

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

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

Name of Members	Role
Christa Glembocki	Principal
Donna Schwab	Other School Staff
Ivette Palmer	Classroom Teacher
Don Gray	Classroom Teacher
Lisa Bickel	Parent or Community Member
Bobby Britton	Parent or Community Member
Lydia Kulp	Parent or Community Member
Tami Lincoln	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 23, 2021.

Attested:



Principal, Christa Glembocki on February 23, 2021



SSC Chairperson, Lisa Bickel on February 23, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[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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