

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Agnes L. Smith Elementary School	30-66530-6028831	2/22/21	March 9, 2021

## Purpose and Description

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

Schoolwide Program

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

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

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In reviewing data with staff and parents, there is a strong commitment to on-going and continued improvement of our students' performance. Parents are proud of the growth Smith has made in the past, and it is a priority that we focus on improvement to remain a high-performing school. In spring of the 2016-17 school year, the district completed a comprehensive survey for all schools. The survey included questions on program, environment, and academics. The data from this survey was disseminated to school leadership teams to use for program changes. Feedback for Smith was positive and included an appreciation from our families for the many supplemental programs that Smith offers students. They especially like Accelerated Reader, ST Math and Ticket to Read. We are very proud of the positive attitude toward our school from the parent community. The survey is completed annually to measure progress.

## Classroom Observations

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

The site principal makes formal and informal classroom observations. Formal observations are completed in compliance with the Collective Bargaining Agreement between the Huntington Beach City School District and Huntington Beach City Teacher's Association. The informal observations are completed as often as possible and at different times throughout the day. Data from informal observations is used by the whole staff to measure progress on achieving school-wide goals. All observations are another source of information to better address student needs. In addition, Smith School will utilize our site English Language Arts/English Language Development coaches and Mathematics coaches to observe in classrooms to improve instruction and align instruction throughout the grade level and school.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of assessment tools are used to measure student performance and to evaluate programs. The results of school demographic and student performance data from SBAC will be used for program evaluation and to plan for program improvement. Individual student scores on the Benchmark Assessments and the SBAC are used to monitor student achievement. Data from these multiple measures are examined, trends are analyzed, and school-wide program decisions are made. Focus is given to analyzing data from the CCSS claims and targets to ensure that students develop mastery of 21st Century skills.

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

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

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

Smith staff have determined common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers review the data from benchmark and other common assessments to determine students level of proficiency and then make instructional changes as necessary. Smith Elementary implements district-wide assessments in English Language Arts and Mathematics to measure student progress based on the California Common Core Standards. We also use our scores from DIBELS Next, ST Math and Accelerated Reader STAR testing to measure progress. Teachers review the data from these assessments to measure student level of proficiency to determine if instructional changes or student support is needed.

## Staffing and Professional Development

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

100% of teachers at Smith School have met the requirements for highly qualified certificated staff according to ESEA.

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

The teaching staff has been trained to implement our CCSS aligned math materials in two trainings. This year, staff was trained in the new English language arts adoption of ELA/ELD curriculum. Smith staff receives training on embedding technology into the curriculum through a technology consultant.

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

#### STAFF DEVELOPMENT ALIGNED WITH STANDARDS

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

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

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

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

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

#### PROFESSIONAL LEARNING COMMUNITY (PLC)

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

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

This year, through support of the district office, coaching for Mathematics will be provided. Our two identified Mathematics coaches will meet with teams of teachers based on content interest to support on-going instructional improvement in math focused on the Common Core Standards. Our English Language Arts/English Language Development coaches will continue to provide support in English language arts. On-going classroom assistance and support is provided by our Curriculum Teams and school level trainer of trainers. These professionals provide resources, intervention groups for students, oversee intervention schedule and program, and classroom modeling. Science works training will be provided to grade teachers. Training will be provided to our SAI teachers and GATE teachers may choose to participate in certification training.

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

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

## Teaching and Learning

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

The goal of the instructional program at Smith School is to ensure access to high quality curriculum and instruction for all students in order to meet or exceed the Common Core standards. The goals outlined in the Single School Plan for Student Achievement are designed to ensure access and understanding for all students, including English language learners, advanced learners, students with identified disabilities and under-performing students. As part of our on-going professional development, we will continue working with teachers on providing first best instruction and alignment on Common Core Standards. Assessments, which are aligned to the standards as well as the SBAC format are used to ensure alignment of the written, taught and tested curriculum. Aside from the adopted math and language arts series, aligned materials will be purchased as needed. .

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

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

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

During the 2019-20 school year, the staff will continue to implement common pacing practices, based on PLC discussions and benchmark standards sequence schedule, for mathematics and language arts. Staff continues to refine these practices and adjust pacing based on student performance results. Through data analysis, students in need of intervention and support are identified. Interventions are implemented and progress monitored.

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

With the implementation of Common Core Standards, HBCSD adopted math materials to be used in conjunction with CGI, Number Talks and ST Math. The district is utilizing research based programs that address the Common Core Standards such as CGI/ECM, Mind Institute's ST Math and Thinking Maps. Smith utilizes Voyager/Sopris' Passport and Rewards intervention programs to meet the needs of at risk students. The district adopted Houghton Mifflin/Harcourt for use with our language arts program this school year. Teachers received training in the use of the materials and will continue to receive support throughout this school year.

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

As we implement Common Core, HBCSD has adopted State approved materials. Through a District process we will identify and purchase materials that best meet the needs of our student population across the District. Until then, we will continue to enhance our use of non-fiction readers, through Time for Kids or Scholastic News and other materials on our school site. In addition, teachers shall access Inspire and Activate Instruction through Illuminate as well as CAASSP resources to support implementation of standards based instruction.

## Opportunity and Equal Educational Access

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

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

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

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

Smith teachers will continue to focus on first best instruction to ensure that all students are engaged in learning and mastery. Additionally, the use of ST Math and CGIECM are utilized school-wide to enhance learning and build problem solving skills in all students. Students utilize the Ticket to Read and Accelerated Reader computer programs to improve reading skills. The use of Thinking Maps is integrated across the curriculum.

## Parental Engagement

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

School categorical funding including, Title One, LCFF and Special Education are resources which are allocated to the support of under performing students. Our PTA provides monetary support of individual classroom and school-wide instructional materials and programs. Parent volunteers and senior volunteers as well as students from local universities are available to provide additional support to at-risk students. Community organizations (through our Partners Across the Board program) and resources provide additional support to our school and families. These resources include: Regional Center of Orange County and the Huntington Beach Libraries. Teachers meet in grade level teams on a regular basis to share student case studies and to develop intervention strategies that address the needs of under-performing students. Home/school communication is frequent and timely.

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

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

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

### SCHOOL ATTENDANCE REVIEW BOARD

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

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

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

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

## Funding

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

Materials for remedial instruction have been purchased using categorical funds and implemented with students performing below the grade level standards. Staff development opportunities were provided to staff members to assist them in helping under-performing students achieve grade level standards. Smith Staff also receives training to support students needing modifications and accommodations.

Materials - Rewards, Passport Intervention, Time for Kids

Technology - one computer lab, i-pads for ELL and Title I students, seven class sets of chromebooks

Outreach Concern Counseling

Targeted Staff Development - CGI/ECM, ELA/ELD

### Fiscal support (EPC)

The school district provides fiscal support through the Smith Instruction budgets. Smith qualifies for Title I and LCFF funds annually. The Smith PTA generously provides \$70,000 in fiscal support each year.

## 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. Smith'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 Smith and district level. Several meetings, at the site level take place in late August and September to look at data and formulate goals for the school year based on school needs. District staff then joins the discussions to offer budgetary information and instructional support to ensure that the site goals are aligned with the district LCAP goals. Smith informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), District Advisory Council and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTSA for additional parental input. During these parent meetings, School Site Council is also provided an opportunity to complete an annual review of the previous year's SPSA goals. These community groups collaborate in late October to help finalize the SPSA draft before it goes for School Board approval.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0%	%	1	0	
African American	1.61%	1.1%	1.3%	12	8	8
Asian	6.45%	6.18%	5.0%	48	45	32
Filipino	0.4%	0.27%	0.6%	3	2	4
Hispanic/Latino	23.92%	22.12%	28.5%	178	161	181
Pacific Islander	0.13%	0.27%	0.2%	1	2	1
White	57.26%	58.38%	52.7%	426	425	335
Multiple/No Response	8.74%	1.79%	9.6%	65	72	61
<b>Total Enrollment</b>				744	728	636

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	102	75
Grade 1	118	91	99
Grade 2	119	127	92
Grade3	128	117	127
Grade 4	152	135	103
Grade 5	136	156	140
Grade 6	1		
<b>Total Enrollment</b>	744	728	636

### Conclusions based on this data:

1. The enrollment has declined in the past several years.
2. Our student diversity continues to remain fairly consistent.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	42	36	40	5.6%	4.9%	6.3%
Fluent English Proficient (FEP)	44	41	37	5.9%	5.6%	5.8%
Reclassified Fluent English Proficient (RFEP)	0	6	2	0.0%	14.3%	5.6%

### Conclusions based on this data:

1. The percentage of English Learner students has remained fairly consistent the past three years.
2. There was a significant decrease in the number of students reclassifying from 2017-2019.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	139	141	127	136	139	127	136	138	127	97.8	98.6	100
Grade 4	173	141	158	171	140	157	171	139	157	98.8	99.3	99.4
Grade 5	148	179	136	145	177	133	145	176	133	98	98.9	97.8
All Grades	460	461	421	452	456	417	452	453	417	98.3	98.9	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2472.	2464.	35.29	42.75	31.50	27.94	31.88	40.94	22.79	15.94	16.54	13.97	9.42	11.02
Grade 4	2495.	2524.	2516.	33.92	48.92	45.86	30.99	25.90	26.11	18.13	13.67	13.38	16.96	11.51	14.65
Grade 5	2545.	2542.	2558.	31.72	38.64	44.36	43.45	32.95	35.34	11.72	9.66	12.78	13.10	18.75	7.52
All Grades	N/A	N/A	N/A	33.63	43.05	41.01	34.07	30.46	33.57	17.48	12.80	14.15	14.82	13.69	11.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.50	47.10	37.01	40.44	41.30	49.61	22.06	11.59	13.39
Grade 4	37.43	39.57	40.13	45.03	49.64	45.86	17.54	10.79	14.01
Grade 5	40.28	39.77	48.87	49.31	41.48	44.36	10.42	18.75	6.77
All Grades	38.36	41.94	41.97	45.01	43.93	46.52	16.63	14.13	11.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.62	44.20	28.35	48.53	43.48	54.33	19.85	12.32	17.32
Grade 4	33.33	47.48	36.94	51.46	41.01	50.32	15.20	11.51	12.74
Grade 5	36.81	44.32	39.85	49.31	39.77	49.62	13.89	15.91	10.53
All Grades	33.92	45.25	35.25	49.89	41.28	51.32	16.19	13.47	13.43

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	24.26	28.99	29.92	64.71	65.22	62.99	11.03	5.80	7.09
<b>Grade 4</b>	25.15	30.22	33.76	64.91	66.19	59.87	9.94	3.60	6.37
<b>Grade 5</b>	27.08	25.57	27.82	65.28	61.93	64.66	7.64	12.50	7.52
<b>All Grades</b>	25.50	28.04	30.70	64.97	64.24	62.35	9.53	7.73	6.95

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	36.03	40.58	33.86	50.00	51.45	54.33	13.97	7.97	11.81
<b>Grade 4</b>	33.33	43.88	36.94	52.63	44.60	49.04	14.04	11.51	14.01
<b>Grade 5</b>	37.50	47.73	49.62	50.69	38.07	41.35	11.81	14.20	9.02
<b>All Grades</b>	35.48	44.37	40.05	51.22	44.15	48.20	13.30	11.48	11.75

**Conclusions based on this data:**

1. Analysis of our data reveals a positive trend of 71% have met or exceeded standards.
2. Interventions will be provided for students in the Nearly Met achievement level to ensure successfully meeting the standards in the future.
3. Interventions will be provided for the students who did not meet the standards through either classroom interventions or Title I intervention and support.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	138	141	127	136	139	127	136	139	127	98.6	98.6	100
Grade 4	173	141	158	171	139	158	171	139	158	98.8	98.6	100
Grade 5	148	179	137	144	177	134	144	177	134	97.3	98.9	97.8
All Grades	459	461	422	451	455	419	451	455	419	98.3	98.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2460.	2489.	2476.	30.15	50.36	39.37	30.88	25.90	32.28	26.47	16.55	20.47	12.50	7.19	7.87
Grade 4	2511.	2522.	2526.	33.92	41.01	37.97	32.16	35.25	36.71	23.98	15.11	20.25	9.94	8.63	5.06
Grade 5	2543.	2538.	2545.	31.25	35.59	34.33	29.17	26.55	24.63	26.39	21.47	28.36	13.19	16.38	12.69
All Grades	N/A	N/A	N/A	31.93	41.76	37.23	30.82	29.01	31.50	25.50	18.02	22.91	11.75	11.21	8.35

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	47.79	62.59	57.48	34.56	29.50	30.71	17.65	7.91	11.81	
Grade 4	50.29	58.27	58.23	31.58	28.78	31.01	18.13	12.95	10.76	
Grade 5	39.58	45.20	45.52	40.28	32.20	34.33	20.14	22.60	20.15	
All Grades	46.12	54.51	53.94	35.25	30.33	31.98	18.63	15.16	14.08	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.71	48.92	40.94	47.06	41.73	47.24	13.24	9.35	11.81
Grade 4	38.60	37.41	48.10	46.20	48.20	39.24	15.20	14.39	12.66
Grade 5	36.11	36.16	29.85	46.53	48.02	54.48	17.36	15.82	15.67
All Grades	38.14	40.44	40.10	46.56	46.15	46.54	15.30	13.41	13.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.82	53.62	44.88	51.47	34.78	44.09	14.71	11.59	11.02
Grade 4	43.27	45.32	46.20	42.69	45.32	43.04	14.04	9.35	10.76
Grade 5	29.17	30.51	28.36	56.94	52.54	57.46	13.89	16.95	14.18
All Grades	35.92	42.07	40.10	49.89	44.93	47.97	14.19	13.00	11.93

**Conclusions based on this data:**

1. Grade levels will collaborate around best practices in standards based mathematics instruction as well as fact fluency.
2. Small Group Intervention through Title I funding of certificated support personnel, will be placed on students in the Nearly Met achievement level to ensure students are meeting standards.
3. Specific intervention will be provided to students in fifth grade classes, which is our lowest scoring grade level in mathematics.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1457.7	*	1454.0	*	1465.8	*	12	*
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	7
All Grades							52	37

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	12	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	65.38	32.43	26.92	56.76	*	10.81	*	0.00	52	37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	78.85	56.76	*	32.43	*	10.81	*	0.00	52	37

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	12	*
1	*	*		*		*	*	*	*	*
2	*	*		*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	51.92	13.51	*	54.05	25.00	29.73	*	2.70	52	37

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	
K	100.00	*		*		*	12	*	
4	*	*	*	*	*	*	*	*	
All	78.85	35.14	*	64.86	*	0.00	52	37	

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
K	*	*	*	*	*	*	12	*
All Grades	75.00	67.57	*	27.03	*	5.41	52	37

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
K	*	*	*	*		*	12	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	48.08	29.73	38.46	62.16	*	8.11	52	37

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
<b>K</b>	*	*	*	*		*	12	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	24.32	46.15	70.27	*	5.41	52	37

**Conclusions based on this data:**

1. Due to the small number of students tested, students are monitored individually to measure growth.



# 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
728	29.5	4.9	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	4.9
Foster Youth	5	0.7
Homeless	13	1.8
Socioeconomically Disadvantaged	215	29.5
Students with Disabilities	73	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1
Asian	45	6.2
Filipino	2	0.3
Hispanic	161	22.1
Two or More Races	72	9.9
Pacific Islander	2	0.3
White	425	58.4

### Conclusions based on this data:




1. Socioeconomically disadvantaged students and Hispanic students are largest subgroups. Student needs are addressed using multiple measure and provided interventions based on need.

# School and Student Performance Data

## Overall Performance

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

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. There is room for improvement in all areas measured of this report.
2. Great strides have been made in reducing chronic absenteeism with programs to reward students for their attendance.
3. Attention will be given to implementing First Best Instruction in all content areas and in implementing district programs with fidelity, for continued improvement.

# School and Student Performance Data

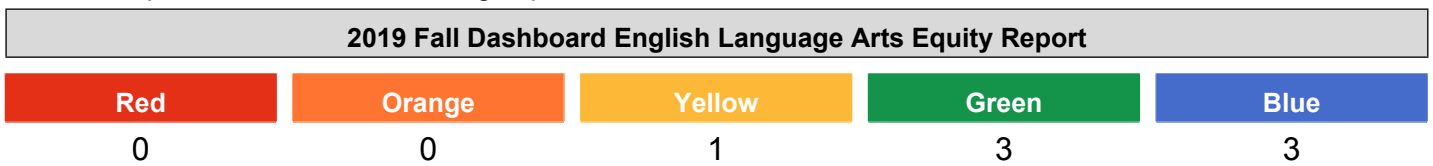
## Academic Performance English Language Arts

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 45.3 points above standard Increased ++3.5 points 409	<p><b>English Learners</b></p> Yellow 7.7 points above standard Declined -15 points 32	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Blue 21.3 points above standard Increased Significantly ++23.1 points 121	<p><b>Students with Disabilities</b></p> Green 0.8 points above standard Increased Significantly ++45.3 points 62

**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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 77.1 points above standard Increased ++3 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.6 points above standard Increased ++4.8 points 93	 Green 58.6 points above standard Declined Significantly -18.5 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 46.8 points above standard Increased ++6.3 points 233

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
22.2 points below standard Maintained -1.7 points 18	46 points above standard Declined Significantly -36 points 14	48 points above standard Increased ++5.8 points 360

**Conclusions based on this data:**

- Although scores increased overall. Yet, there is work to be done in particular with our special needs, Hispanic and English Learner populations.
- We will work to best utilize our resources to improve the areas aforementioned.

# School and Student Performance Data

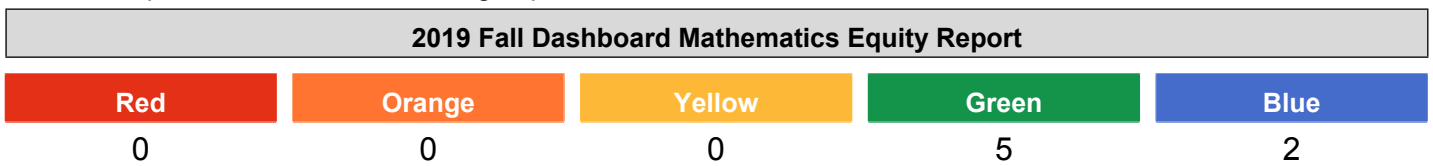
## Academic Performance Mathematics

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>34.8 points above standard</p> <p>Maintained ++2.1 points</p> <p>409</p>	<p><b>English Learners</b></p> <p>Green</p> <p>23.3 points above standard</p> <p>Declined -4.5 points</p> <p>32</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>15.8 points above standard</p> <p>Increased ++12.3 points</p> <p>121</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>5.7 points below standard</p> <p>Increased Significantly ++37 points 62</p>

### 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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 82.1 points above standard Increased ++11.2 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.1 points above standard Maintained ++2.1 points 93	 Green 40.5 points above standard Declined Significantly -17 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 37 points above standard Increased ++4.5 points 233

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
2.7 points below standard Declined -8.2 points 18	56.7 points above standard Maintained -1.8 points 14	35.2 points above standard Maintained ++2.5 points 360

**Conclusions based on this data:**

1. Just under 70% of 3rd-5th gr. students met or exceeded standards in math on the 2018 SBAC.
2. Intervention such as small group instruction with a certificated teacher, and differentiating instruction, will take place to target needed areas.
3. Although there have been improvements, there is room to improve in the subgroups of our Students with Special Needs, Hispanic, and English learners.

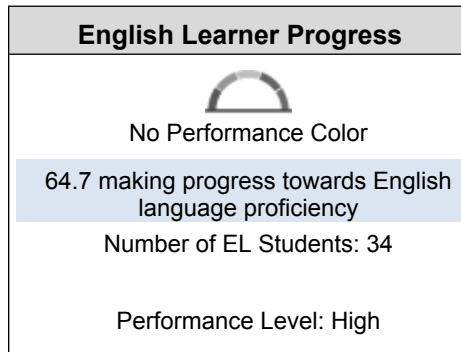
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7	20.5	17.6	47.0

#### Conclusions based on this data:

1. Our EL students have maintained a "very high" favorable rate with 65% making progress toward English language proficiency.

# School and Student Performance Data

## Academic Performance College/Career

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

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

- 1.



# School and Student Performance Data

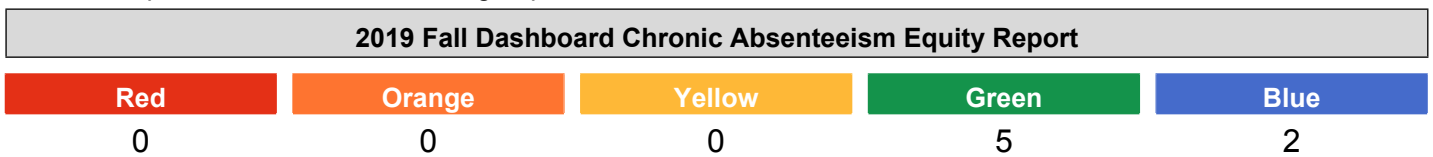
## Academic Engagement Chronic Absenteeism

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

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











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><b>All Students</b></p> <p>Green</p> <p>5.5</p> <p>Declined Significantly -3.1</p> <p>768</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.4</p> <p>Declined -1.4</p> <p>45</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>42.9</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>10</p> <p>Declined -1.3</p> <p>239</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>8.3</p> <p>Declined -2.1</p> <p>96</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 14.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 2 Declined -3.3 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1 Declined -0.8 182	 Green 3.8 Declined -3.2 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 5 Declined Significantly -4.5 437

**Conclusions based on this data:**

1. The site and district SARB program will have an impact on improving attendance rates.
2. Recognition of perfect attendance and excellent attendance will be provided for the entire student body in awards assemblies and electronic newsletters showing attendance as a priority for learning at our school.
3. Students and families will be given resources and supports to assist them in getting children to school and in finding success at school and home.

# 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](#).

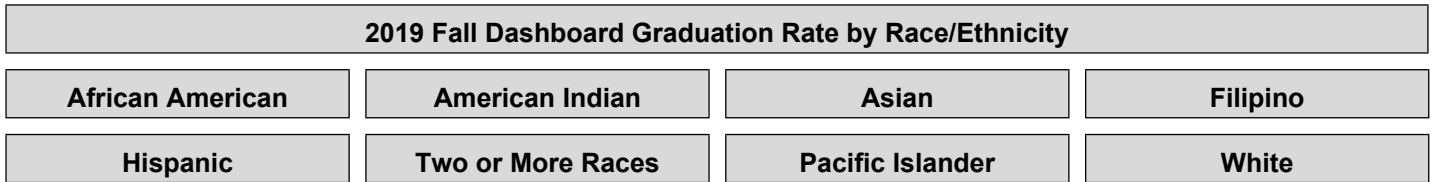
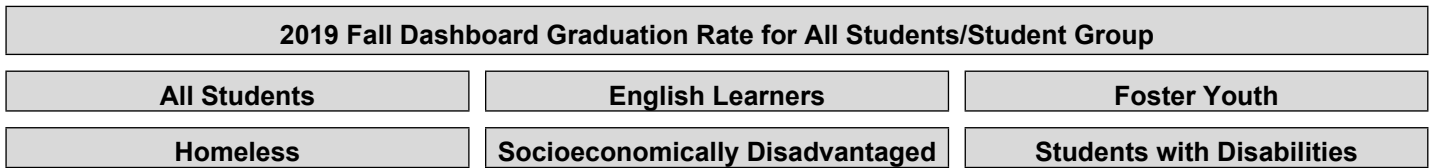
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

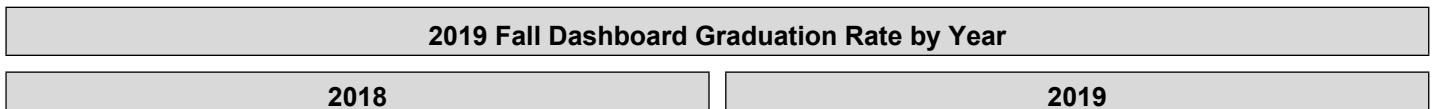
This section provides number of student groups in each color.



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.

# School and Student Performance Data

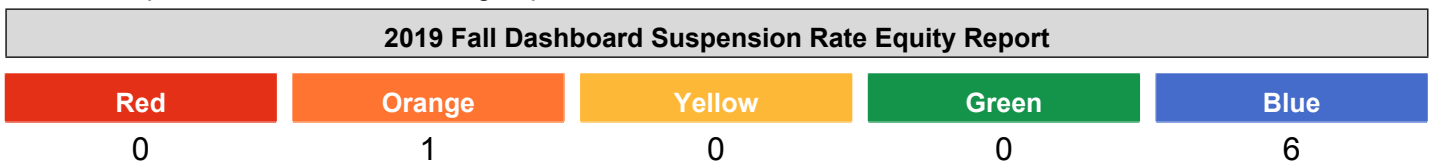
## Conditions & Climate Suspension Rate

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.4</p> <p>Declined -0.3</p> <p>775</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>8</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.4</p> <p>Declined -0.8</p> <p>240</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>3.1</p> <p>Increased +0.3</p> <p>96</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 14	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 2	 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Maintained 0 51	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0.5 Declined -0.5 183	 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Declined -1.1 82	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 1	 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0.5 Maintained -0.2 439

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.4

**Conclusions based on this data:**

1. The "Growth Mindset" mantra is reminded to students and staff in morning announcements, Making Positive Choices assembly is scheduled for the third week of October, with a "tune-up" assembly by Phoenix House on making positive choices, in January. We will also have monthly Character Counts recognition and will be utilizing Phoenix House "Lunch Bunch" small group counseling for thirty-two students so far, for students identified with needs in varied areas. Fifth Grade students receive Phoenix House Character Education curriculum, and the Second Step character lessons are used in every grade level.
2. Again as a staff, we will collectively work to implement every intervention and resource available so as not to have to use suspension as a means to change unwanted behavior.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

Students increase proficiency by 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 DIBELS, STAR Early Literacy, STAR Reading Reading Instruction ST Math, Technology/Modernization	We used data 2018/2019 to determine baseline.	Students increase proficiency by 1% in ELA and Math in all subgroups through first, best instruction.

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

Purchase FRECKLE program to improve student achievement in Language Arts

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Site Formula Funds

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,742

Source(s)

District Funded

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

District Funded

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Distance Learning Playbook- professional 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)

861

Source(s)

District Funded

### Strategy/Activity 5

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

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

At Risk Students

Strategy/Activity

Title 1 teachers and instructional assistants to support intervention instruction and support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

70,000

Source(s)

Title I

### Strategy/Activity 6

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

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

EL/ At Risk Students

Strategy/Activity

Academic Vocabulary Toolkit

#### 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)

3553.11

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.

Expenditures in the plan were implemented as intended but their measurement was impacted by the shutdown. Desired growth will continue to be a focus in the current plan. Current expenditures have been amended in order to address the need to increase student achievement.

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, Smith School was unable to implement all the teacher collaboration and planning opportunities. 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 continued supports for both distance learning as well as hybrid instruction.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

By June 2021, schools will utilize various communication platforms to engage families and reach 100% of families with timely important information regarding their children's school.

## Identified Need

Students and parents need to continue to feel connected to school, their classmates, and staff. This has been particularly challenging during the global pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Canvas	When using Constant Contact we were reaching only 60% of parents. With ParentSquare we reach 100% of parents.	Maintaining 100% communication with parents through ParentSquare and increasing two way communication with parents through the platform

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

School Loop- website content to tailor homepages for district and schools based on need, resources, and ability.

### 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)

8,211

Source(s)

District Funded

## Strategy/Activity 2

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

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

All

**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)

3,170

Source(s)

District Funded

**Strategy/Activity 3**

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

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

At Risk Students

**Strategy/Activity**

Outreach Counseling

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

Parent-Teacher Association (PTA)

**Strategy/Activity 4**

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

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

All Families

**Strategy/Activity**

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

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

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

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

Amount(s)

Source(s)

4,000

District Funded

### **Strategy/Activity 5**

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

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

At Risk Students

Strategy/Activity

Additional technology support for a Technology Coordinator and IT Technician to support teachers, students and families with troubleshooting and program supports. 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)

15,585

District Funded

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

Expenditures in the plan were implemented as intended but their measurement was impacted by the shutdown. Desired growth will continue to be a focus in the current plan. Current expenditures have been amended in order to address the need to increase student achievement.

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, Smith School was unable to implement all the parent engagement strategies that were planned. 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

Increase student performance on SBAC claims by 1% as evidenced on teacher lessons/units of instruction addressing higher level thinking skills (4Cs).

## Identified Need

There is a need to support 21st century skills in the areas of communication, collaboration, critical thinking, and creativity with all students, but especially with our EL students and those that are socioeconomically disadvantaged.

## 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	Student claim data from the 18-19 SBAC	Students will increase performance on SBAC claims by 1% as evidenced on DOK levels 3 and 4.

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

## Strategy/Activity 1

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

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

English Learners (as well as special education students, low socio-economic, students not meeting standards in ELA, and homeless/foster care children).

### Strategy/Activity

Provide small group reading intervention by certificated personnel four days per week for 30-45 minute sessions.

### 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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70,000	Title I
	District Funded

**Strategy/Activity 2**

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

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

At Risk/ EL Students

Strategy/Activity

Academic Vocabulary Toolkit 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)	Source(s)
3,553.11	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.

English Learners showed growth but did not show the intended growth. This may be in part due to the shut down and lack of access to the structured program during that time.

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

There were no major differences between the intended implementation and budgeted expenditures.

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.

Title 1 intervention will continue to target struggling students but group sizes will be decreased and new curriculum will be used in order to emphasize more intensive intervention

# 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	\$85,922.41
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$199,675.22

## 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	\$147,106.22

Subtotal of additional federal funds included for this school: \$147,106.22

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	\$42,569.00
Parent-Teacher Association (PTA)	\$5,000.00
Site Formula Funds	\$5,000.00

Subtotal of state or local funds included for this school: \$52,569.00

Total of federal, state, and/or local funds for this school: \$199,675.22

# School Site Council Membership

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

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

Name of Members	Role
Maria Ashton	Principal
Elena Spencer	Classroom Teacher
Kathy Beckman	Other School Staff
Tera Macy	Classroom Teacher
Mary Pat Kettler	Other School Staff
Mathew Landrau	Parent or Community Member
Joshua Yang	Parent or Community Member
Jack Lawson	Parent or Community Member
Nicole Wohlgemuth	Parent or Community Member
Karen Bramblett	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 2/22/21.

Attested:



Principal, Maria Ashton on 2/23/21

SSC Chairperson, Joshua Yang on 2/23/21

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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