

ROBERT SANDERS



AVID ELEMENTARY

Advancement Via Individual Determination

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
Robert Sanders Elementary School	43696176048078		

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.

To meet the ESSA requirements, ESSA funds are used as supplemental to state funds to support the activities outlined in the School Plan for Student Achievement to serve underserved student groups better. The School Plan for Student Achievement and the LCAP goals are aligned to maximize implementation and improvement efforts.

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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).

Parents, Students and staff participated in the Healthy Kids Survey. The results were positive overall.

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 school principal visits classrooms on a weekly basis and provides feedback to teachers as needed. Teachers who are going through their evaluation cycle are observed formally three times a year, and the principal meets with these teachers after each observation to provide verbal and written feedback.

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)

State testing data is used at the beginning of the year to identify at-risk students, those nearing proficiency, and our proficient students to plan instruction to meet their individual needs. Local assessments are used on an on-going basis throughout the year to update instructional plans to continue to target student's needs.

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

Teachers use the following data to monitor student growth and instructional planning: ELPAC, Smarter Balanced Interim Assessments, Eureka Math assessments, iReady Math and Reading Diagnostics (3X year) and Fountas and Pinnell reading diagnostic assessments. The data is analyzed during collaboration time, during SST's and during teacher planning time.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We have met all requirements.

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

All staff are highly qualified.

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

Our staff development is aligned to the state standards. The staff received staff development in literacy, Kagan cooperative learning strategies, and technology support for literacy. Each teacher has a copy of the California Standards for the teaching profession and the latest Common Core standards, which is used during professional development throughout the year. Professional development at the school includes study of the California Standards for the teaching profession and the English Learner standards. Each teacher's yearly goals are based on these standards by number, and the district evaluation instrument is standards based. During post observation and summative conferences, the standards are used as a basis to guide improvement.

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

The goal of the district is to have all teachers highly qualified. The district recruits fully credentialed teachers. Teachers differentiate instruction to meet the needs of all students. There are 12 regular education teachers and 5 special education teachers. Students are placed heterogeneously so that all 12 regular education teachers work with under-performing students. Our at-risk students also receive support from our Intervention Teacher, and these students are selected with data from, iReady Data, CAASPP, and Fountas and Pinnell assessments. Our new teachers receive support from our SVNTP Mentors.

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

Our teachers have weekly grade level collaboration meetings. Additionally, they have up to 5 collaboration/professional development opportunities throughout the year to aid instructional planning and look at data. Finally, grade levels are provided at a least one release time opportunity yearly to do a deep dive into data analysis during the instructional day.

Teaching and Learning

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

At Robert Sanders, teachers use textbooks that are standards based and on the state adopted list to deliver instruction. At the beginning of each school year, the staff reviews the CAASPP data and other assessment results from the previous spring. They analyze the test results and develop a yearly plan to meet the needs of our students. We use the essential standards, the blueprints, and district grade level Concept Maps, to assist in planning instruction. The use of our standards based report cards also focuses instruction and reporting to parents on the standards. Ongoing professional development and the evaluation process also support alignment of curriculum, instruction, and materials to content and performance standards.

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

Limitations of the current program to enable under-performing students to meet standards: Limitation in our EL program has been the need for continuous staff development in the area of English Language Development, though this is a current focus. In addition, there is a continual need to provide interventions within the school day and by extending the day for our English Language Learners. Inconsistent and unpredictable funding from the state and federal government negatively impacts our ability to allocate resources most strategically.

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

At Robert Sanders, Designated ELD is taught 5 days a week in every grade level. EL students are placed in the Designated ELD rotation classes based on their language proficiency. Intervention occurs during small group instruction in the classes. The district ELD Specialist is available to support all grade levels with coaching. The intervention teacher pulls small groups of students in K-5 for reading support. Teachers also provide intervention after school in ELA and Math. Targeted Students for the after school, MPAS, program are EL students and At-Risk students.

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

All students have access to standards-aligned textbooks in the classroom.

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

We use SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

All classroom teachers provide differentiated instruction to meet the needs of the students. During the school day, students receive supplemental support from their classroom teacher and intervention teacher. Students receive intervention after school in small groups. Student Study Team meetings are scheduled for our highest at-risk students.

Evidence-based educational practices to raise student achievement

Our school has implemented the following programs, PBIS, culturally-responsive instruction, flexible groupings, and high-yield strategies to maximize student learning. We will be continuing to implement AVID school-wide during the 2022-23 school year.

Parental Engagement

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

Robert Sanders has an active SSC, ELAC, and PTA who offer support and suggestions as to how to support out at-risk students. We have the support of, Alum Rock Counseling Services, Effective School Solutions and our district Family Case manager to support students and families.

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

The school plan is shared with all stakeholders.

Funding

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

Teachers provide small group instruction and one on one time with their students. School Based funds provides intervention time after school. Under-performing students receive small group instruction from classroom teachers and intervention teachers throughout the day, during and after school. The Instructional Materials Realignment money is used to purchase standards based state approved instructional materials. An ASES grant provides funding for our Mt. Pleasant After School Program (MPAS), which provides homework center support, enrichment and intervention after school. Our MPAS program has grown by 25%

Fiscal support (EPC)

We have full fiscal support to implement our goals.

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

The SPSA was reviewed and monitored at our monthly School Site Council Meetings and shared with staff for feedback.

Resource Inequities

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

Resource inequities for the Mt. Pleasant Elementary School District were reflected in data analysis and include: a need for college and career processes for students, a need for career technical education programs to support college and career readiness, and support for student literacy to include supplemental support for English Learners. These areas are defined as areas of need in the CA Accountability Dashboard and will address graduation rate and college and career indicators.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	%	%	1		
African American	2.07%	1.6%	1.90%	8	6	6
Asian	9.04%	9.4%	10.79%	35	35	34
Filipino	1.29%	0.8%	0.32%	5	3	1
Hispanic/Latino	78.55%	79.1%	78.10%	304	295	246
Pacific Islander	1.29%	1.9%	1.90%	5	7	6
White	2.58%	3.0%	3.49%	10	11	11
Multiple/No Response	3.88%	3.5%	2.54%	15	13	8
Total Enrollment				387	373	315

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	72	66	54
Grade 1	57	58	40
Grade 2	64	60	56
Grade3	62	66	54
Grade 4	66	60	57
Grade 5	66	63	54
Total Enrollment	387	373	315

Conclusions based on this data:

1. We had a significant drop in enrollment for 2nd grade
2. Our Kindergarten and 5th grade numbers are also decreasing significantly.
3. We continue to serve a diverse population, with highest being Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	214	174	159	55.3%	46.60%	50.5%
Fluent English Proficient (FEP)	26	26	22	6.7%	7.00%	7.0%
Reclassified Fluent English Proficient (RFEP)	9	8		3.8%	2.10%	

Conclusions based on this data:

1. Our enrollment of EL students has decreased but percentage has increased
2. No students were Redesignated during the 21-22 school year

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	64	53	63	0	52	62	0	52	94	0.0	98.1
Grade 4	66	58	60	65	0	58	65	0	58	98.5	0.0	96.7
Grade 5	63	61	57	61	0	57	61	0	57	96.8	0.0	100.0
All Grades	196	183	170	189	0	167	188	0	167	96.4	0.0	98.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2373.		2352.	8.06		11.54	14.52		11.54	24.19		17.31	53.23		59.62
Grade 4	2403.		2399.	7.69		10.34	13.85		17.24	24.62		18.97	53.85		53.45
Grade 5	2452.		2442.	3.28		5.26	31.15		14.04	16.39		28.07	49.18		52.63
All Grades	N/A	N/A	N/A	6.38		8.98	19.68		14.37	21.81		21.56	52.13		55.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.68		9.62	43.55		42.31	46.77		48.08
Grade 4	4.62		8.62	47.69		55.17	47.69		36.21
Grade 5	9.84		7.02	40.98		57.89	49.18		35.09
All Grades	7.98		8.38	44.15		52.10	47.87		39.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.84		7.69	41.94		50.00	53.23		42.31
Grade 4	4.62		3.45	47.69		55.17	47.69		41.38
Grade 5	9.84		3.51	54.10		43.86	36.07		52.63
All Grades	6.38		4.79	47.87		49.70	45.74		45.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.45		3.85	54.84		53.85	38.71		42.31
Grade 4	4.62		3.45	60.00		60.34	35.38		36.21
Grade 5	6.56		10.53	59.02		63.16	34.43		26.32
All Grades	5.85		5.99	57.98		59.28	36.17		34.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.68		13.46	54.84		50.00	35.48		36.54
Grade 4	10.77		10.34	46.15		56.90	43.08		32.76
Grade 5	11.48		5.26	50.82		73.68	37.70		21.05
All Grades	10.64		9.58	50.53		60.48	38.83		29.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For Overall Achievement, the % of students who did not meet standards increased for 3rd and 5th grade.
2. For Demonstrating understanding of literary and non-fictional texts, the % of students who did not meet standards decreased significantly for 4th and 5th grade but increased slightly for third grade. Writing Producing clear and purposeful writing, the % of students who did not meet standards decreased for 3rd and 4th grade but increased significantly for fifth grade.
3. For Listening, the % of students who did not meet standards decreased significantly for 5th grade but increased for 3rd grade. For Research/Inquiry Investigating, analyzing, and presenting information, the % of students who did not meet standards decreased significantly for 4th and 5th grade.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67	64	53	63	0	53	63	0	53	94	0.0	100.0
Grade 4	66	58	60	65	0	60	65	0	60	98.5	0.0	100.0
Grade 5	63	61	57	61	0	57	61	0	57	96.8	0.0	100.0
All Grades	196	183	170	189	0	170	189	0	170	96.4	0.0	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.		2376.	4.76		11.32	25.40		9.43	20.63		32.08	49.21		47.17
Grade 4	2433.		2398.	4.62		5.00	16.92		15.00	41.54		16.67	36.92		63.33
Grade 5	2438.		2424.	1.64		1.75	6.56		3.51	37.70		29.82	54.10		64.91
All Grades	N/A	N/A	N/A	3.70		5.88	16.40		9.41	33.33		25.88	46.56		58.82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.70		11.32	30.16		39.62	57.14		49.06
Grade 4	12.31		13.33	40.00		23.33	47.69		63.33
Grade 5	1.64		0.00	24.59		29.82	73.77		70.18
All Grades	8.99		8.24	31.75		30.59	59.26		61.18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.46		9.43	50.79		47.17	31.75		43.40
Grade 4	9.23		10.00	46.15		26.67	44.62		63.33
Grade 5	1.64		3.51	44.26		47.37	54.10		49.12
All Grades	9.52		7.65	47.09		40.00	43.39		52.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11		13.21	42.86		52.83	46.03		33.96
Grade 4	4.62		8.33	47.69		36.67	47.69		55.00
Grade 5	1.64		0.00	47.54		50.88	50.82		49.12
All Grades	5.82		7.06	46.03		46.47	48.15		46.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For the Overall Achievement for All Students, the % of students who did not meet standards increased significantly for 4th and 5th grade. For Concepts & Procedures Applying mathematical concepts and procedures, the % of students who did not meet standards increased significantly for 4th grade.
2. For Problem Solving & Modeling/Data Analysis, the % of students who did not meet standards increased significantly for 3rd and 4th grade and decreased significantly for 5th grade.
3. For Communicating Reasoning, the % of students who did not meet standards increased significantly for 4th grade and decreased significantly for 3rd grade.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1423.1	1404.6	1395.7	1435.7	1420.1	1410.0	1393.3	1368.5	1362.4	39	28	31
1	1452.7	1430.5	1411.0	1461.7	1453.9	1431.2	1443.2	1406.6	1390.2	40	32	21
2	1481.3	1454.2	1467.7	1487.4	1459.6	1472.8	1474.7	1448.5	1462.0	33	20	29
3	1473.5	1478.7	1470.9	1467.7	1471.9	1470.3	1478.9	1485.0	1470.9	35	32	21
4	1482.3	1511.7	1503.6	1476.6	1515.6	1495.7	1487.6	1507.3	1511.1	40	25	36
5	1525.4	1506.5	1534.1	1526.4	1510.2	1533.6	1523.9	1502.4	1534.0	39	27	26
All Grades										226	164	164

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.26	7.14	0.00	33.33	25.00	25.81	53.85	35.71	45.16	2.56	32.14	29.03	39	28	31
1	7.50	3.13	0.00	37.50	21.88	19.05	35.00	46.88	33.33	20.00	28.13	47.62	40	32	21
2	9.09	15.00	10.34	51.52	30.00	31.03	30.30	30.00	48.28	9.09	25.00	10.34	33	20	29
3	8.57	6.25	9.52	28.57	43.75	9.52	42.86	28.13	57.14	20.00	21.88	23.81	35	32	21
4	15.00	8.00	25.71	45.00	48.00	28.57	20.00	36.00	17.14	20.00	8.00	28.57	40	25	35
5	30.77	14.81	24.00	41.03	22.22	52.00	20.51	48.15	20.00	7.69	14.81	4.00	39	27	25
All Grades	13.72	8.54	12.35	39.38	31.71	28.40	33.63	37.80	35.80	13.27	21.95	23.46	226	164	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	10.71	9.68	28.21	28.57	25.81	46.15	39.29	35.48	2.56	21.43	29.03	39	28	31
1	22.50	15.63	23.81	47.50	37.50	14.29	25.00	40.63	38.10	5.00	6.25	23.81	40	32	21
2	42.42	25.00	24.14	30.30	25.00	41.38	21.21	45.00	24.14	6.06	5.00	10.34	33	20	29
3	14.29	21.88	19.05	51.43	46.88	28.57	17.14	12.50	33.33	17.14	18.75	19.05	35	32	21
4	32.50	40.00	34.29	40.00	52.00	28.57	10.00	0.00	22.86	17.50	8.00	14.29	40	25	35
5	48.72	25.93	40.00	38.46	55.56	56.00	7.69	14.81	4.00	5.13	3.70	0.00	39	27	25
All Grades	30.53	22.56	25.31	39.38	41.46	32.72	21.24	25.00	25.93	8.85	10.98	16.05	226	164	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.13	10.71	0.00	25.64	10.71	12.90	66.67	42.86	51.61	2.56	35.71	35.48	39	28	31
1	5.00	0.00	0.00	15.00	31.25	9.52	55.00	25.00	19.05	25.00	43.75	71.43	40	32	21
2	6.06	10.00	3.45	36.36	30.00	34.48	33.33	25.00	34.48	24.24	35.00	27.59	33	20	29
3	11.43	3.13	4.76	20.00	31.25	4.76	31.43	34.38	47.62	37.14	31.25	42.86	35	32	21
4	2.50	4.00	17.14	45.00	20.00	28.57	27.50	48.00	20.00	25.00	28.00	34.29	40	25	35
5	15.38	7.41	4.00	17.95	7.41	44.00	48.72	48.15	32.00	17.95	37.04	20.00	39	27	25
All Grades	7.52	5.49	5.56	26.55	21.95	23.46	44.25	37.20	33.95	21.68	35.37	37.04	226	164	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.82	10.71	6.45	76.92	67.86	54.84	10.26	21.43	38.71	39	28	31
1	32.50	28.13	23.81	60.00	62.50	52.38	7.50	9.38	23.81	40	32	21
2	33.33	15.00	17.24	57.58	60.00	75.86	9.09	25.00	6.90	33	20	29
3	11.43	21.88	28.57	68.57	50.00	52.38	20.00	28.13	19.05	35	32	21
4	22.50	28.00	48.57	60.00	60.00	37.14	17.50	12.00	14.29	40	25	35
5	33.33	22.22	20.00	58.97	62.96	80.00	7.69	14.81	0.00	39	27	25
All Grades	24.34	21.34	24.69	63.72	60.37	58.02	11.95	18.29	17.28	226	164	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.64	10.71	3.23	56.41	60.71	67.74	17.95	28.57	29.03	39	28	31
1	12.50	6.25	9.52	80.00	78.13	61.90	7.50	15.63	28.57	40	32	21
2	39.39	30.00	24.14	51.52	65.00	62.07	9.09	5.00	13.79	33	20	29
3	28.57	37.50	28.57	54.29	46.88	42.86	17.14	15.63	28.57	35	32	21
4	42.50	75.00	25.71	40.00	20.83	60.00	17.50	4.17	14.29	40	24	35
5	71.79	74.07	72.00	20.51	18.52	24.00	7.69	7.41	4.00	39	27	25
All Grades	36.73	37.42	26.54	50.44	49.08	54.32	12.83	13.50	19.14	226	163	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	3.57	0.00	92.31	53.57	74.19	7.69	42.86	25.81	39	28	31
1	5.00	12.50	4.76	62.50	37.50	19.05	32.50	50.00	76.19	40	32	21
2	6.06	15.00	6.90	66.67	55.00	65.52	27.27	30.00	27.59	33	20	29
3	5.71	6.25	4.76	51.43	53.13	14.29	42.86	40.63	80.95	35	32	21
4	2.50	12.00	11.43	65.00	64.00	48.57	32.50	24.00	40.00	40	25	35
5	20.51	11.11	12.00	61.54	51.85	64.00	17.95	37.04	24.00	39	27	25
All Grades	6.64	9.76	6.79	66.81	51.83	50.62	26.55	38.41	42.59	226	164	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	41.03	25.00	9.68	51.28	35.71	58.06	7.69	39.29	32.26	39	28	31
1	7.50	0.00	0.00	62.50	59.38	57.14	30.00	40.63	42.86	40	32	21
2	9.09	10.00	20.69	75.76	55.00	55.17	15.15	35.00	24.14	33	20	29
3	14.29	10.00	9.52	62.86	66.67	66.67	22.86	23.33	23.81	35	30	21
4	22.50	4.00	25.71	52.50	72.00	42.86	25.00	24.00	31.43	40	25	35
5	12.82	7.41	20.00	69.23	51.85	64.00	17.95	40.74	16.00	39	27	25
All Grades	18.14	9.26	15.43	61.95	56.79	56.17	19.91	33.95	28.40	226	162	162

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall mean scores increased in 21-22 for 2nd and 5th grade but decreased in all other grades.
2. For Overall scores, the percentage of level 4s increased significantly in 4th and 5th. For Overall scores and Oral Language, The % of Level 1s increased significantly in 2nd and 4th.
3. For Written Language, The % of Level 1s increased significantly for 1st, 3rd and 4th . For Listening, the number of beginning scores increased significantly in K and 1st. For Speaking, the number of beginning scores increased significantly in 1st and 3rd. For Reading, the number of beginning scores increased significantly in 1st , 3rd and 4th. For Writing, the number of beginning scores increased significantly in 4th and decreased significantly in 2nd and 5th.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
315	69.2	50.5	0.3
Total Number of Students enrolled in Robert Sanders Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	50.5
Foster Youth	1	0.3
Homeless	8	2.5
Socioeconomically Disadvantaged	218	69.2
Students with Disabilities	40	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.9
American Indian	1	.28
Asian	34	10.8
Filipino	1	0.3
Hispanic	246	78.1
Two or More Races	8	2.5
Pacific Islander	6	1.9
White	11	3.5

Conclusions based on this data:

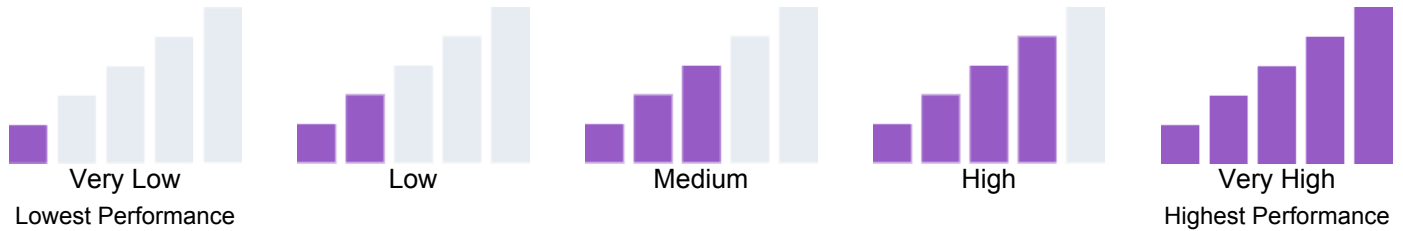
1. Nearly 70% of the students are SED and more than half are English Learners.

School and Student Performance Data

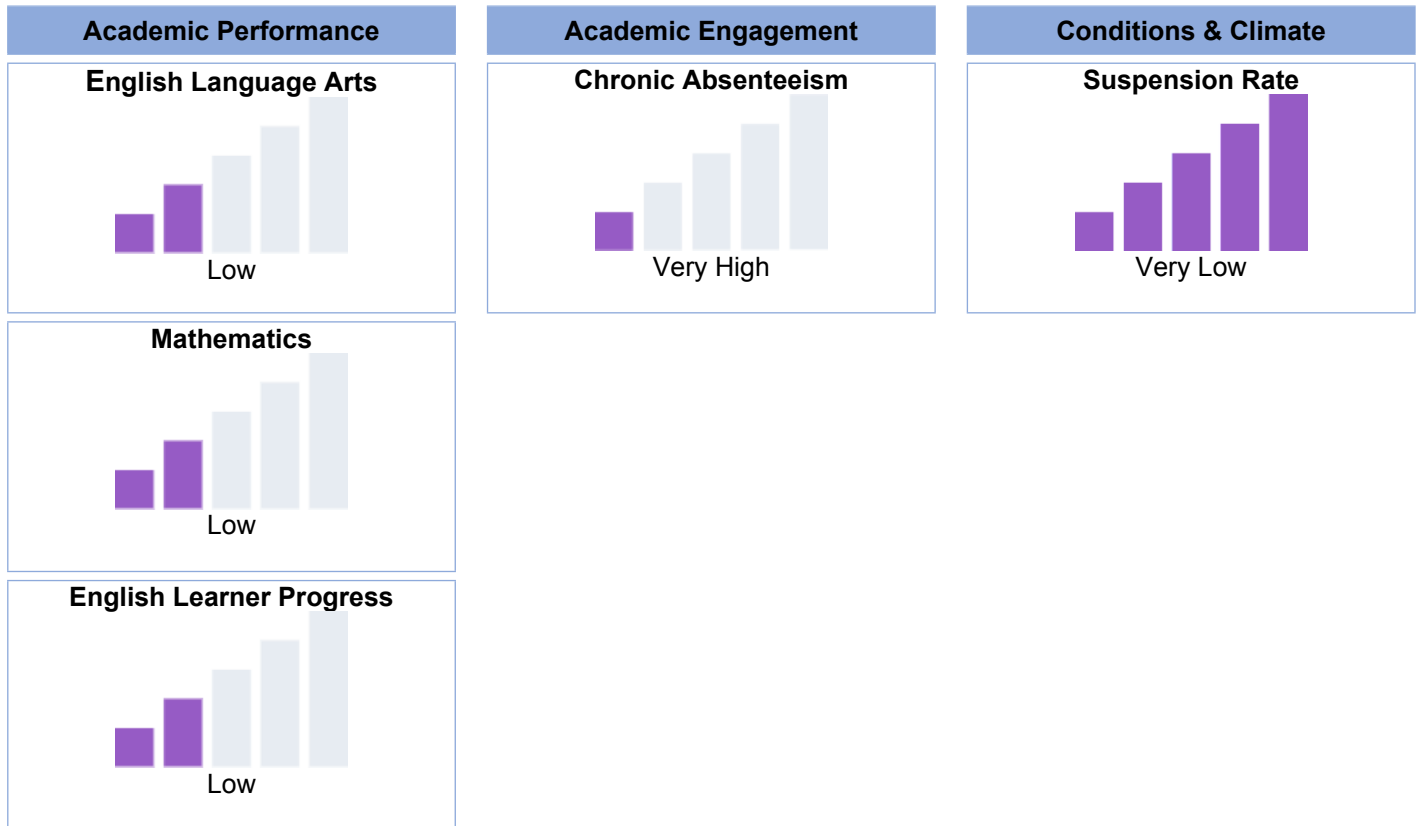
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

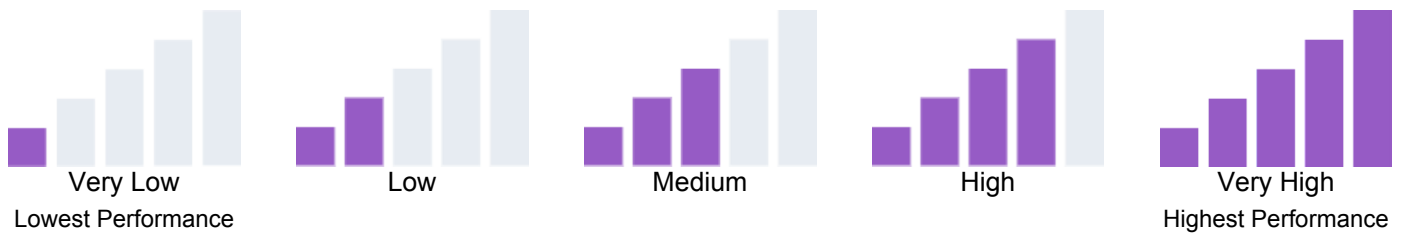
1. The 19/20 data indicated yellow in ELA, Math and orange in Chronic Absenteeism.
2. We continue to implement PBIS strategies to decrease our Suspension Rate.
3. Suspension rates are very low and chronic absenteeism is high

School and Student Performance Data

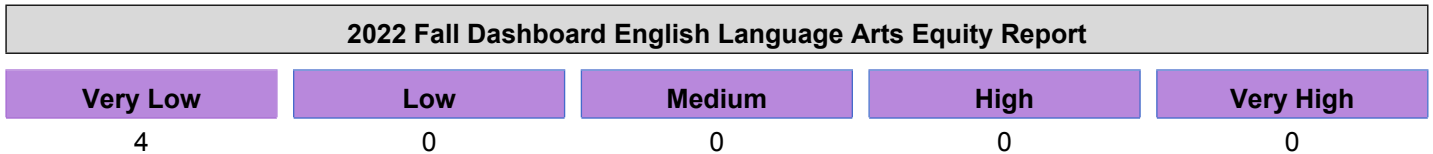
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

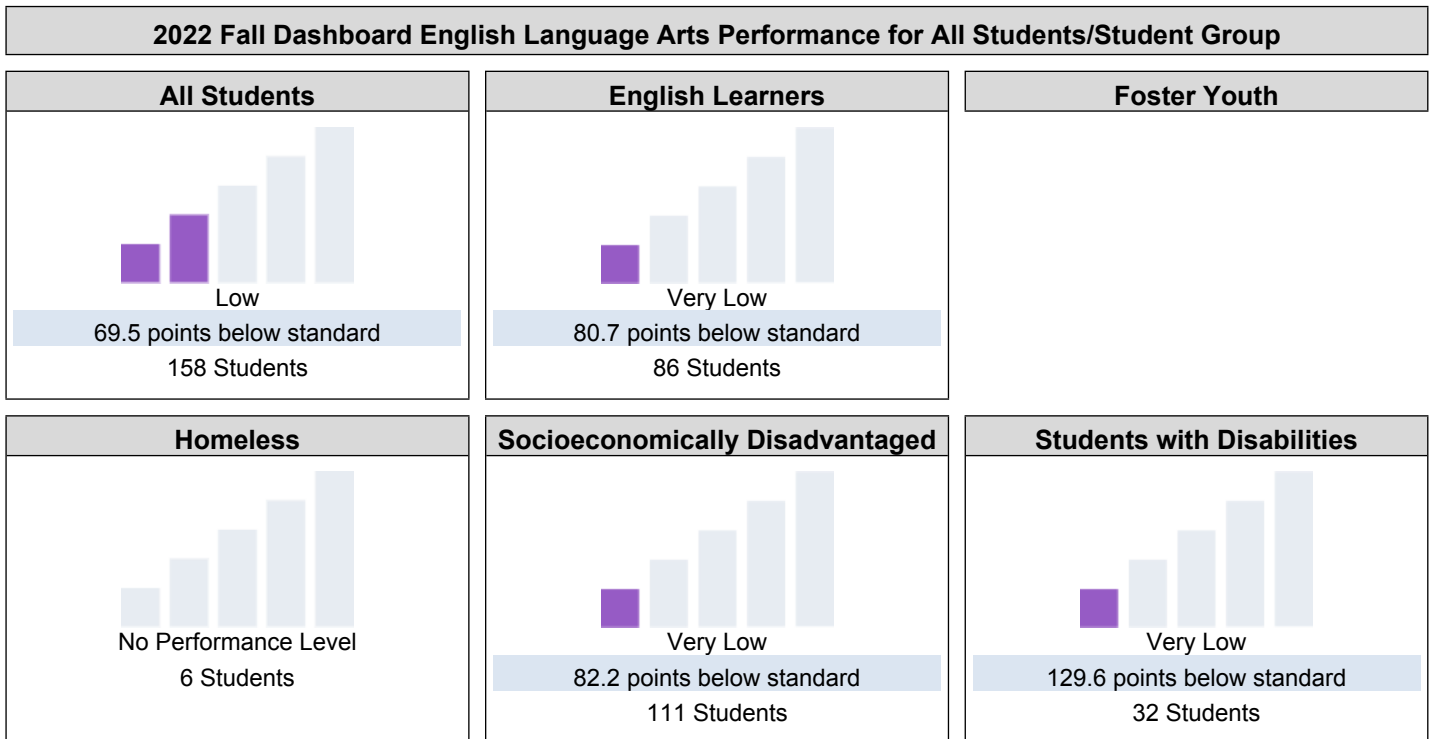
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



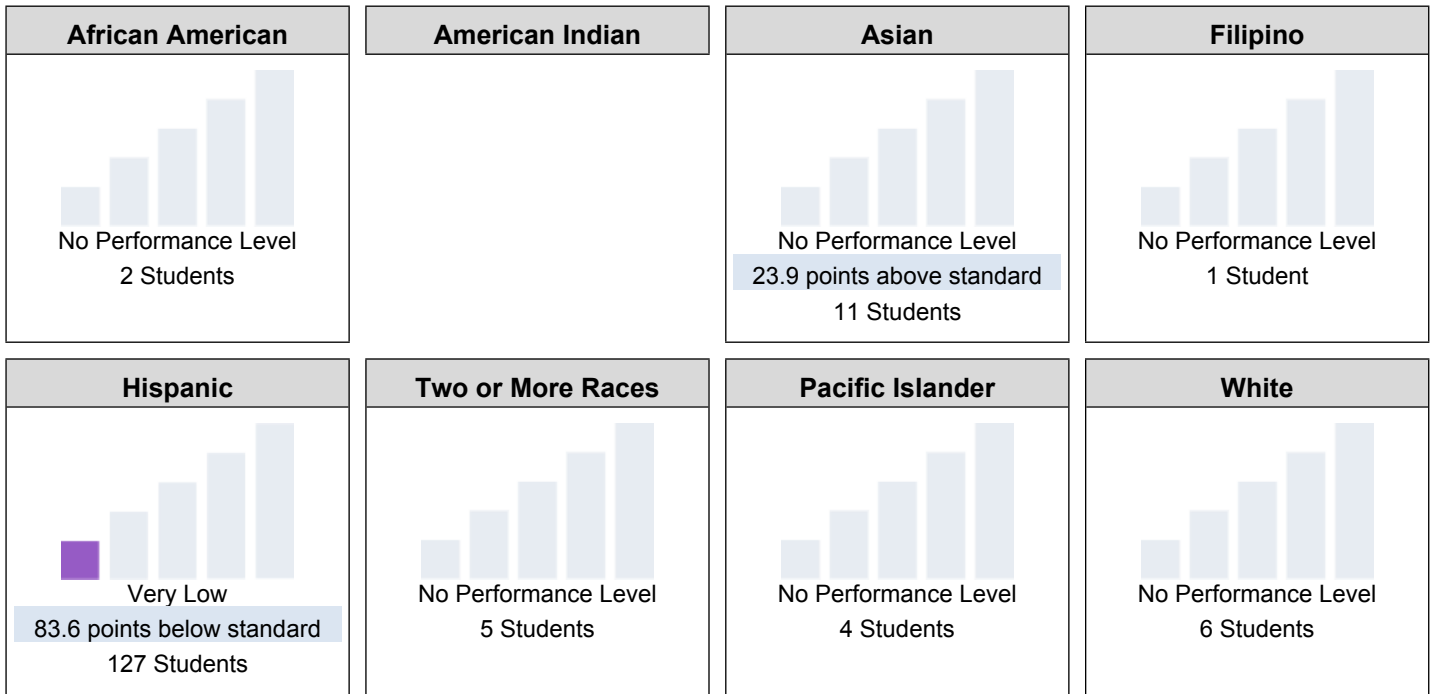
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>88.0 points below standard 79 Students</p>	<p>7 Students</p>	<p>56.8 points below standard 66 Students</p>

Conclusions based on this data:

1. This 19/20 data demonstrates a decline in all areas.
2. The 21-22 data indicated very low for Hispanic students and English Learners.

School and Student Performance Data

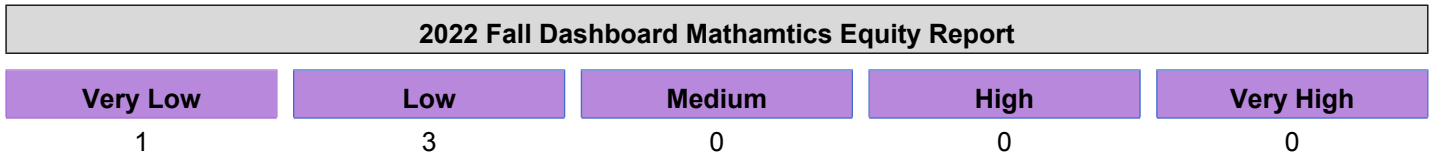
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

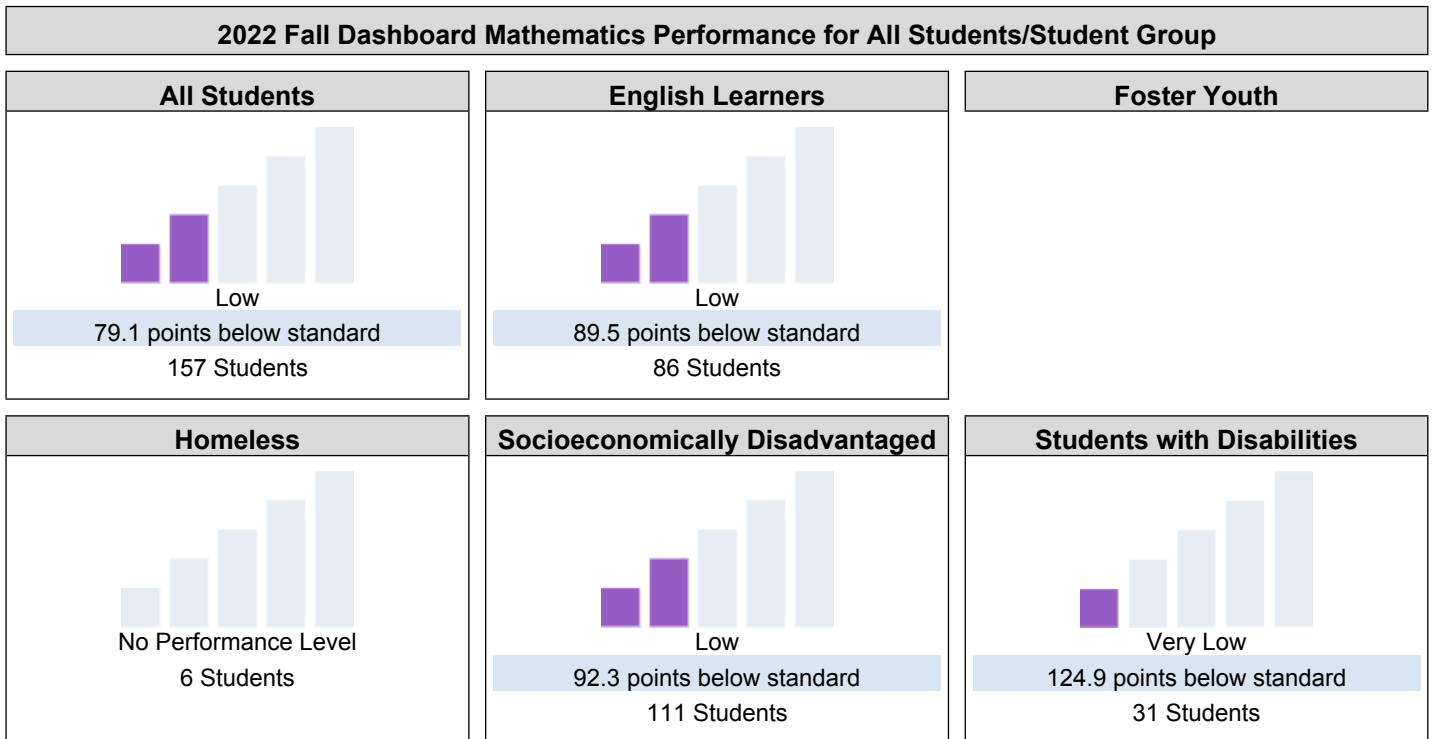
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



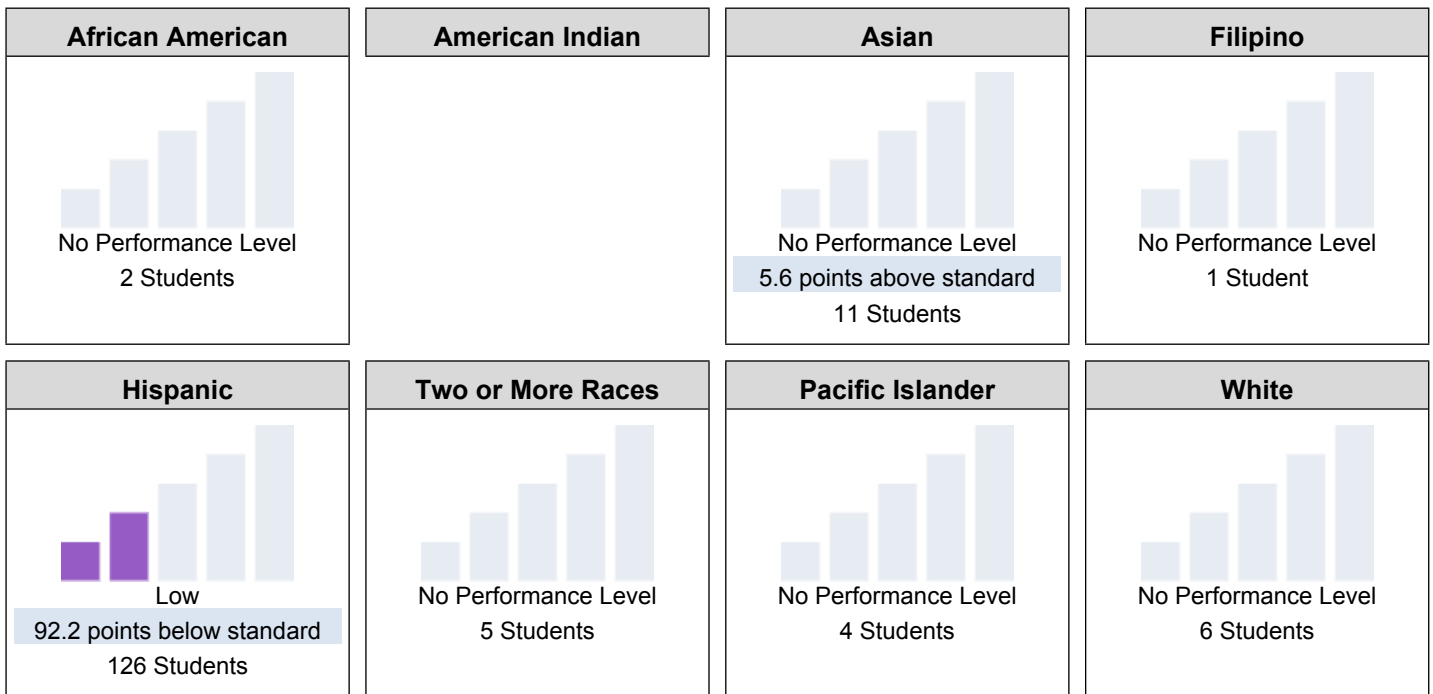
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>98.6 points below standard 79 Students</p>	<p>7 Students</p>	<p>62.6 points below standard 65 Students</p>

Conclusions based on this data:

1. Based on 19-20 data to 21-22. All subgroups declined.
2. Our largest decline is our Socioeconomically Disadvantaged students.
3. SWD scored the lowest at Very Low. All other subgroups are low.

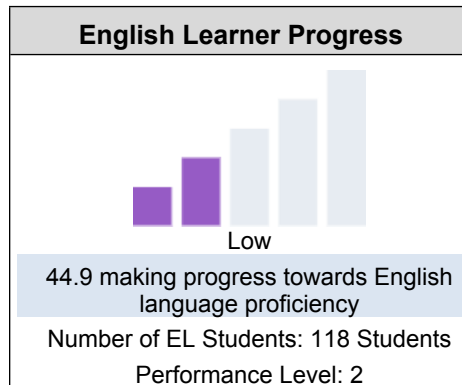
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
18.6%	36.4%	6.8%	38.1%

Conclusions based on this data:

1. Approximately 45% of English Learners are making progress toward English Learner Proficiency

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

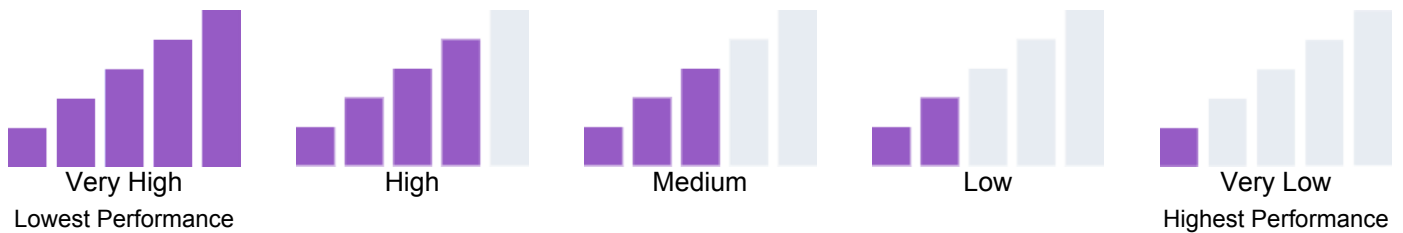
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School and Student Performance Data

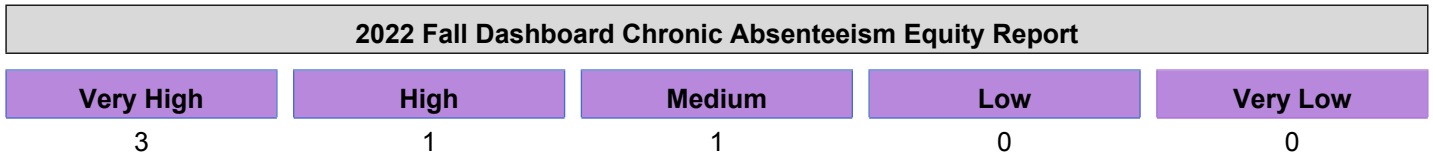
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

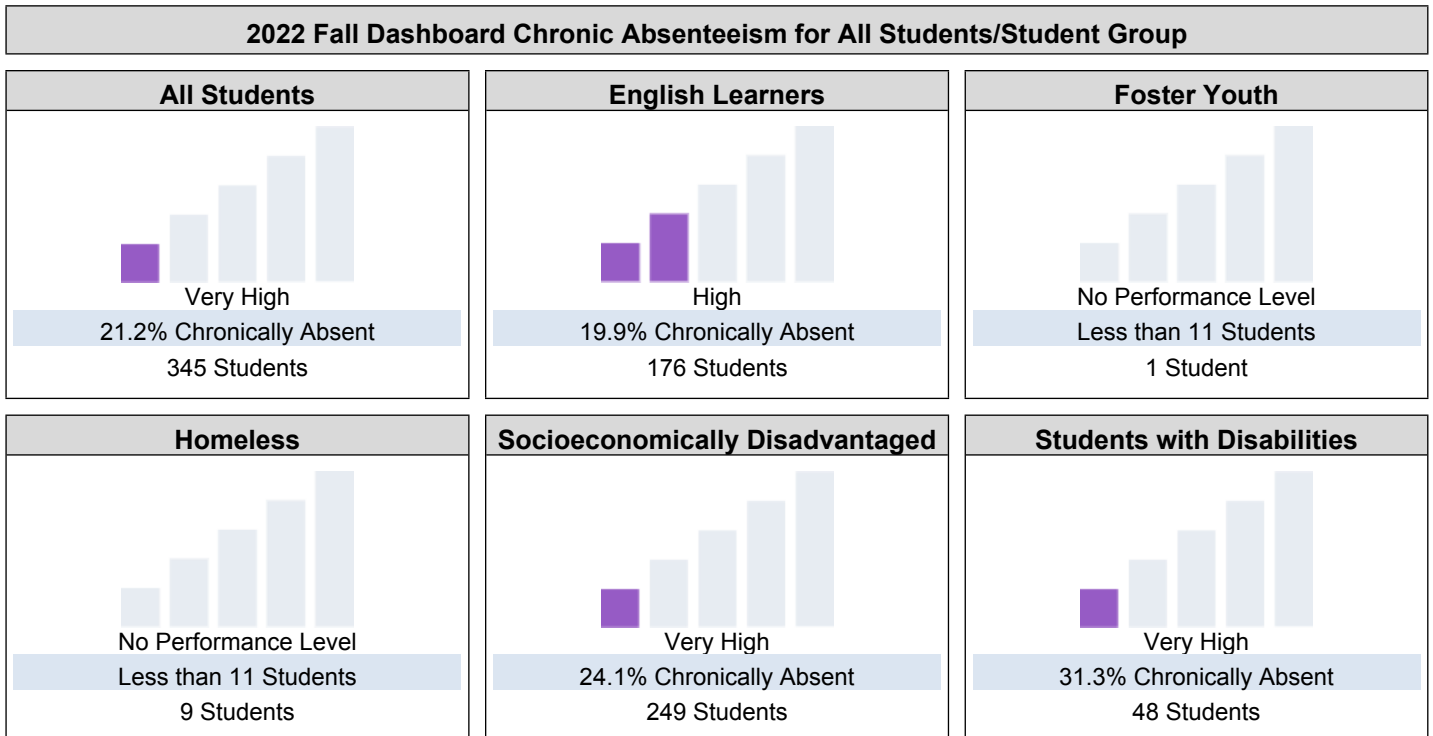
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



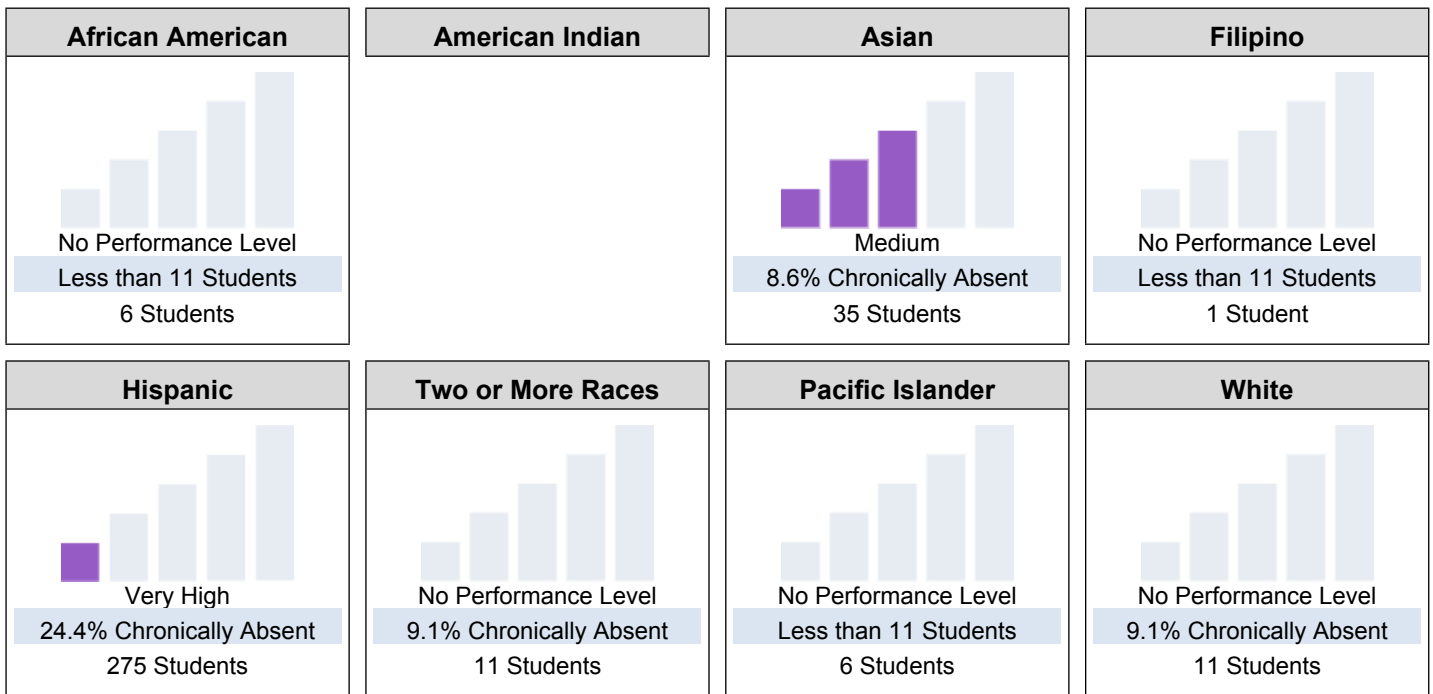
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. In 19/20 Chronic Absenteeism was orange for all students and subgroups and Races/Ethnicities.
2. Overall we had a decrease of 9.5%.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

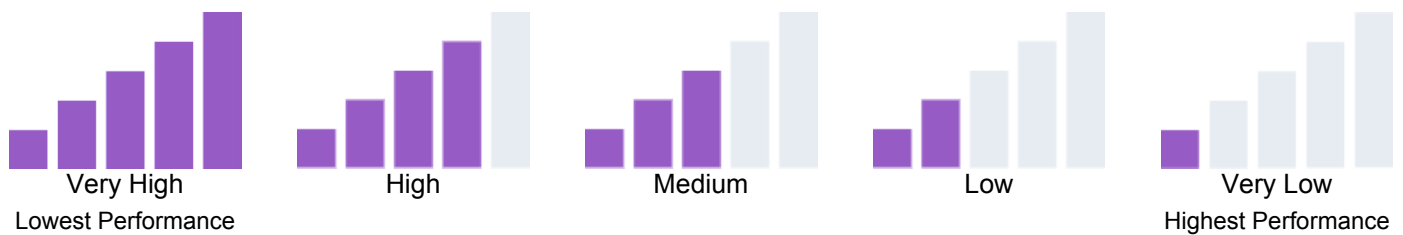
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School and Student Performance Data

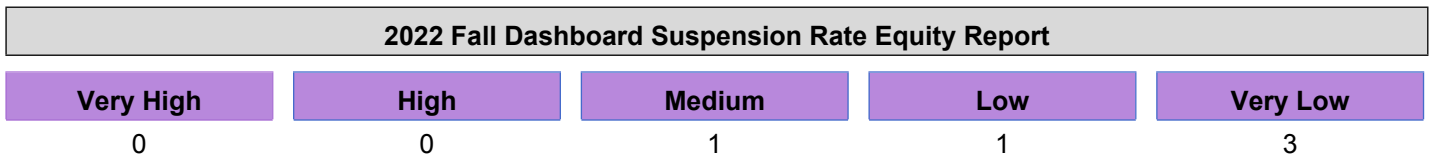
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

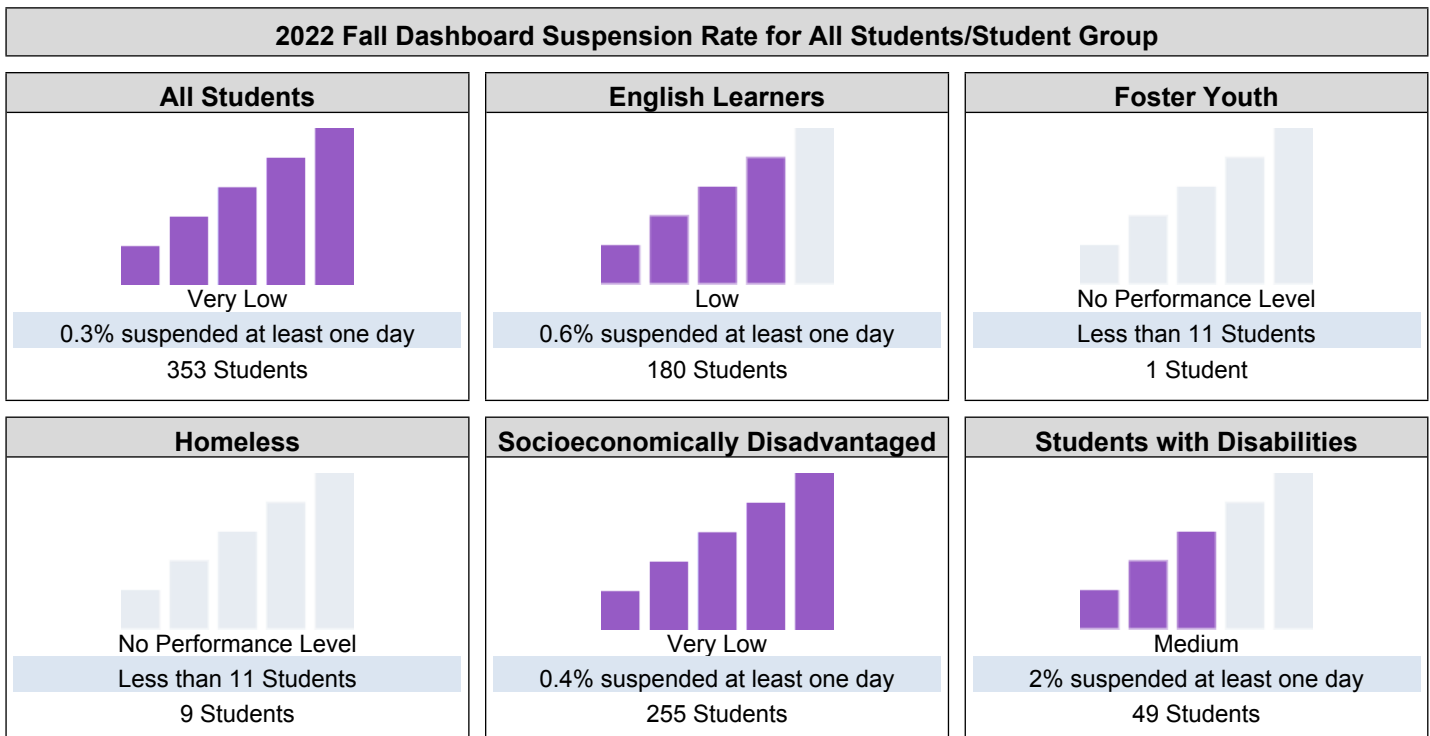
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



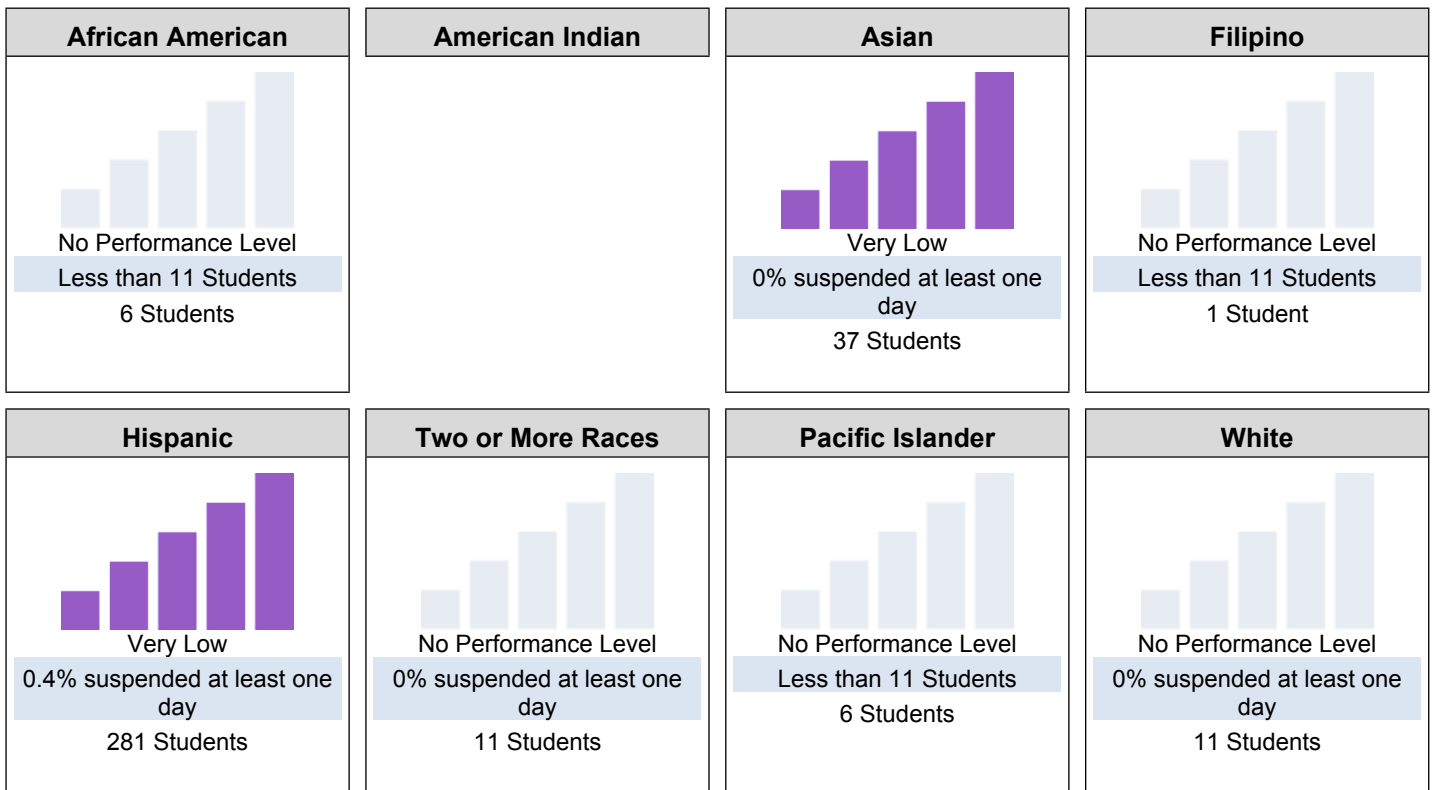
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall in 19/20, there was a very small percentage of students suspended with a rate of .9 %

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Providing Access to Grade-level Content

LEA/LCAP Goal

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

Goal 1

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

Identified Need

Academic achievement through an equity lens is one of the primary objectives. According to CA Dashboard 18% of our EL met or exceeded standards in ELA and 9% met or exceeded in math on 2022 SBAC. According to CA DataQuest for 2020-2021 school year, 46.6% of total enrollment in the district were identified as English Learners, and 5.36% were redesignated to fluent English speakers. In 2019-2020, 5.1% were redesignated as FEP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA	23.35	40%
CAASPP Math	15.29	30% or more
ELPAC	18.3	40%
Local Indicator Self Reflection Tool - Priority 7 Access to broad course of study	100%	100% Implementation
Prepare Students for College and Career Readiness	100%	100% Implementation

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

AVID implementation: Continue to implement AVID School-wide as well as summer AVID Institute for teachers and admins. AVID supports EL, Foster Youth, and low-income students to use instructional best practices that are embedded into daily lesson plans that foster rigor and engagement. Our AVID team will train our staff in AVID strategies to support school-wide implementation of AVID Elementary with a focus in literacy. Teachers will use common strategies to support learning in all grade levels. AVID Parent Workshops will be offered. Teacher subs will be provided for observation and support for implementation.

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)

11000

Source(s)

0710 - LCFF Supplemental
1000-1999: Certificated Personnel Salaries
District Wide

0022 - LCFF Base
1000-1999: Certificated Personnel Salaries

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

Intervention Support During the School Day
Fund 1.5 paraprofessional educators, a total of .9375 FTEs to provide support to Transitional and Kindergarten students participating in a full-day program.
Reading Intervention during the school day for 4th and 5th grade 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)
56,700	Other 2000-2999: Classified Personnel Salaries State and Local Funding
	3010 - Title I Site 1000-1999: Certificated Personnel Salaries
6000	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Site based

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

Building Teacher and Administrative Efficacy

Continue to increase professional development to improve teaching and learning across all subject areas. Teachers and admins will engage in ongoing cycles of inquiry using the PDSA (Plan, Do, Study, Act), implement Crew and Language Dives Cohort, PDs around ELD and SEL.

Continue to increase professional development to improve teaching and learning across all subject areas. Teachers and administrators will engage in ongoing cycles of inquiry using the Improvement Science Network Framework and Formative Assessment principles. Continue to implement Moonlight University - continue to support existing cohorts to build their coaching techniques and provide training and support to new cohorts. Provide training, coaching, and planning support to implement language dives for additional teacher cohorts to expand capacity. Language Dives is a strategy to support English Learners to deconstruct complex text to have access to the grade level curriculum. This program benefits all student subgroups in gaining access to a rigorous curriculum. Funds will be used to pay teachers negotiated hourly rates for working beyond the contracted hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,750	0710 - LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures District wide professional developments

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The application utilized will support student learning in the classroom as well as provide extended learning opportunities. The applications or programs that will be employed are being finalized; below are some possible examples of the software applications being considered:

- "Zearn" - supports math instruction and differentiation; tentative
- "Newsela" - provides differentiated practice for students in grades 3-5 to read current events using assistive technology and universal access so all students can engage with the same content
- Other applications will be piloted to meet the needs of certain grade levels or populations of students.

Using technology in a purposeful way to provide universal access and to differentiate instruction for our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will assist students to practice skills close to their instructional level and assist teachers in providing targeted, small group and individualized support while still accessing instruction in grade-level content. Additional professional development or training will be provided to support teachers and other school staff, parents, and students in the use of supplemental instructional supports. Supplemental research-based reading and math intervention materials to support students who are not achieving below grade level.

Teachers who are part of the Instructional Technology Leadership Committee (ITLC) will provide training, and resources to teachers to help them embed the technology resources to improve student access and increase student engagement in and outside the classroom. The ITLC will receive an annual stipend and participating teachers will get paid the negotiated rate for working beyond the contracted school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,800

Source(s)

0710 - LCFF Supplemental
4000-4999: Books And Supplies
instructional applications

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

Maintain funding for one additional psychologist to administer assessments, conduct annual reviews, monitor the progress of targeted students, consult on student needs and make recommendations to ensure that identified students will be successful. This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly. It will also help these students receive appropriate placements and provide the proper resources and services to address their physical, emotional, and academic needs.

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)
89,200	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries
	0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to augment the use of technology in the classroom to increase student engagement and differentiate instruction by funding Technology Support Staff to monitor and disseminate the use of learning platforms and applications, making sure that all platforms used are compliant. Providing support to keep the technology devices in good working order and to problem-solve issues for those using the devices.

Maintain enrichment opportunities by:
Paying for teaching staff to provide Music,

Purchase supplemental instructional supplies to support enrichment opportunities; Support additional enrichment opportunities such as science camp and children's musical theater

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)
318,000	0710 - LCFF Supplemental

	1000-1999: Certificated Personnel Salaries Enrichment
	3010 - Title I Site 1000-1999: Certificated Personnel Salaries
4000	3010-Title I-Centralized 1000-1999: Certificated Personnel Salaries CMT Teacher Stipends (site)
2000	0022 - LCFF Base 1000-1999: Certificated Personnel Salaries CMT Teacher Stipends (site)
5000	3010 - Title I Site 5000-5999: Services And Other Operating Expenditures Science Camp (site)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

i-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan. The estimated cost is \$160,000 districtwide.

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)

39,480

Source(s)

0710 - LCFF Supplemental
4000-4999: Books And Supplies
2600 - ELOP

3010 - Title I Site
1000-1999: Certificated Personnel Salaries

Other
1000-1999: Certificated Personnel Salaries

3010 - Title I Site

	5000-5999: Services And Other Operating Expenditures
	3010 - Title I Site 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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.

There were implementation of strategies but the effectiveness was impacted by shortage of staff.

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

The last four years show a decline in student achievement for this reason we will continue to make adjustments to the SPSA to meet student academic and social and emotional needs.

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.

The outcomes were reduced in accordance with the decline in achievement. Previous analysis of SPSA data is not available.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Quality of Instruction: Ensuring Access to certificated teachers and standards-based curriculum

LEA/LCAP Goal

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State priorities: 1, 2, and 3)

Goal 2

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State priorities: 1, 2, and 3)

Identified Need

One of the greatest factors in student achievement is quality of Instruction
It is critical to recruit and retain high-quality teachers to serve the needs of our students. RS has an average of 21 certificated employees.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARC/Williams Audit Reports- no teacher vacancies or "misassignments" for 2021-22 school year.	100%	100% Implementation
Data on Teacher Retention	4.28%	Decrease percentage
Facilities in Good Repair	100%	100% Implementation
Local Indicator Self-Reflection Tool- implementation of Academic Content Standards	Met Standard	Continue to Meet Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain and recruit qualified and experienced teachers

The district continues to try and recruit qualified and experienced teachers, build teacher efficacy. It is challenging to recruit and maintain quality teachers when the cost of living in the Bay Area is extremely high, and neighboring districts offer higher compensations. Our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will benefit greatly by having experienced teachers to assist with closing the teaching and learning gap for these student subgroups.

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)

341370

0710 - LCFF Supplemental
1000-1999: Certificated Personnel Salaries

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

Support teachers new to the teaching profession.
Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the common core standards. While having trained credential teachers will help all students, our most vulnerable populations (English Learners, Foster Youth, Homeless, and Low Income) will benefit the most from having trained, qualified teachers during the school day. Teachers who can provide quality daily instruction that provides access to grade-level standards provide ongoing assessments to assess the impact of their teaching by asking for feedback from students and differentiating or changing their instructional practices to support student's academic growth.

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)

30000

4035-NCLB:Title II Teacher Quality
5000-5999: Services And Other Operating
Expenditures
District Wide

0710 - LCFF Supplemental
1000-1999: Certificated Personnel Salaries

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

Internet access and technology Devices
Continue to provide internet and technology devices to students (English Learners, Foster Youth, Homeless, and Low Income) that need access.
Access to Standard Based Curriculum
The District will also be purchasing supplemental materials to enhance the implementation of the curriculum to support our diverse student population using supplemental funds.
Although students have access to soft copies of the student's workbooks, the District will purchase hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technology device.
English Learners, Foster Youth, Homeless, and Low Income will benefit from this action because they will have access to supplemental materials to enhance and ensure access to grade-level content.

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)
5000	0022 - LCFF Base 4000-4999: Books And Supplies Internet access and technology
	0710 - LCFF Supplemental 4000-4999: Books And Supplies
	6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies District Wide

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The goal is the same and there were implementation of strategies but metrics last year were not measurable so the effectiveness can not be determined.

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

The metrics have changed so that the outcomes and effectiveness can be determined for the 23-24 year. However, the metrics last year were based on whether the strategies were implemented and they were implemented.

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.

The metrics last year were based on implementation. This upcoming year the metrics are based on outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Supportive Learning Environment

LEA/LCAP Goal

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

Goal 3

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

Identified Need

Based on the Data listed and the input received from parents during the advisory meetings and through the parent surveys, there is a need to improve student and parent engagement and provide a safe and supportive learning environment for all students.

The WestEd Climate surveys administered to students (CHKS), parents, and staff identified the following areas for growth/improvement: Providing opportunities for meaningful participation for students; parents 93% and students 45% (5th grade), 20% (7th grade). Student mental health was identified as a significant concern for parents (54%), staff (15% Elementary & 50% Middle school). There were significant increases in the percentage of students experiencing chronic sadness/hopelessness(38%) or considered suicide in the last 12 months (18%). While parents feel that the schools offer quality counseling support (70%) and staff (65%), they also indicated they need more professional development to meet students' social-emotional needs. While Bullying or harassment among students has significantly declined during distance learning, students report increased cyberbullying(16%). Bullying has been identified as an area for improvement, especially as students return in person. Another significant concern for parents was student motivation and student connectedness to school.

Suspensions: According to the 2019 CA Dashboard information, the overall performance level for suspension rates for the District is Orange, the suspension rate increased by 1.8% from the previous year, rising from 3.9% to 5.7%. .

Chronic Absenteeism: Chronic absenteeism is defined as being absent 10% or more during the student's period of enrollment. Data from the 2019 CA Dashboard is not available due to a reporting error. Local data indicates that 4% of students have been absent 18 or more days, 10% of the school year. This number is lower than data collected by the State as it does not account for students who enrolled late or exited before the end of the school year. Subgroups with significantly higher rates of chronic absenteeism, using 2018 Dashboard data, include Foster youth (35.3%), Homeless (27.8), African American (21.6%), and Students with Disabilities (10.6%). The rate of chronic absenteeism in the State is 10.1%.

Actions taken to address identified needs include: hiring additional mental health counselors, working with outside counseling agencies, providing staff development on mental health support, social-emotional learning, diversity, inclusion and belonging, and learning to facilitate class meetings and focus groups to provide more opportunities for meaningful student engagement, especially for Unduplicated students. Family Case managers will also be working with identified students' families to provide outreach support to connect them to additional services.

In January and February of 2021, CircleUp Education, a contracting agency helping facilitate the District's DEIB (Diversity, Equity, Inclusion, and Belonging) conducted focus groups with certificated staff, classified staff, and students. The findings from these focus groups identified the following areas that need improvement for the district to fulfill the MPESD DEIB's committee mission to transform "...district systems and policies to create and model an anti-racist, compassionate and inclusive school culture where every individual is treated with dignity in our diverse community."

The areas for improvement are:

Equal treatment, regardless of race, gender, primary language, education, or economic status
 Creating a sense of belonging for all students, especially English learners, and Special education students

Equitable distribution of resources across all schools and students

Improve communication and access for all students and families

Fair and equitable treatment for all students when dealing with discipline issues

Listen and gather feedback from all stakeholders, listen and respect their input

Another area for improvement is to increase the percentage of parents participating in school and district events; on average, we have 20% of our parents participating. We saw increased parent participation when meetings or events took place virtually. We will continue to monitor parent participation using the number or percentage of parents that complete the surveys/feedback forms or attend district events. Based on participation in meetings and those that responded to the parent survey, the parents that are currently engaged do not fully represent our community; only 50% of respondents were Hispanic, only 55% reported low-income status, and only 14% were English learners. While MPESD is working to increase the engagement of all parents, it is especially important that we increase the engagement of parents of English learners, the Homeless, and low socioeconomic status

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Data	NA for 2020-21	Move up in Status Level
CA Dashboard Attendance Data	NA for 2020-21	Decrease or maintain Chronic absenteeism at 4%,
CA Healthy Kids Survey	43% for meaningful engagement 20% frequent sadness 43% reporting bullying	50% fifth grade 18% or less frequent sadness 39% reporting bullying
Expulsion Rate	0%	0%
Attendance Rate	93.18% daily attendance rate	97% or better

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

Provide Support to Families of Most Vulnerable Student Subgroups

Family Case Managers, .5 position to help improve school climate, improve student attendance for targeted students and engage parents and students in subgroups to provide individual support based on "needs" assessments.

Family Case Manager will conduct workshops annually to support parent engagement in areas such as attendance and ELD

Provide support and resources to our most vulnerable students to ensure they have the essentials such as school supplies, food, school transportation, and other life essentials to enable students to engage in school and improve academic success and attendance.

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)

42000

0710 - LCFF Supplemental
7000-7439: Other Outgo
Family Case Manager

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

Provide adequate Student Supervision to keep students engaged and safe on campus.

Provide student incentives to help with engagement and belonging

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)

5000

0022 - LCFF Base
4000-4999: Books And Supplies

	Student Incentives (site)
16200	3010 - Title I Site 2000-2999: Classified Personnel Salaries
	4201-Title III-LEP Student Program 2000-2999: Classified Personnel Salaries
	Other 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parent Engagement and Communication and Access

Strategy/Activity

Provide Parent Academic Workshop, early literacy, and provide digital training for parents. In addition, improve parent access by improving communication across district platforms, social media, and translation services. Also, increase work year for Tech Support Staff to increase access to technology for our most vulnerable populations for families by providing one-on-one or small group IT support. Provide Bilingual Data Technician support to assists families by walking them through the process of downloading applications, logging in, accessing the internet, and assisting with the use of technology devices.

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)
83,761	0710 - LCFF Supplemental 7000-7439: Other Outgo

Strategy/Activity 4

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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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall goal is the same but there was more of a focus on creating a safe and supportive learning environment as students were returning to in person instruction

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

The metrics have changed so that the outcomes and effectiveness can be determined for the 23-24 year.

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.

The metrics last year were based on implementation. This upcoming year the metrics are based on outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 2

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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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,080,261.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0022 - LCFF Base	\$12,000.00
0710 - LCFF Supplemental	\$956,361.00
3010 - Title I Site	\$21,200.00
3010-Title I-Centralized	\$4,000.00
4035-NCLB:Title II Teacher Quality	\$30,000.00
Other	\$56,700.00

Subtotal of state or local funds included for this school: \$1,080,261.00

Total of federal, state, and/or local funds for this school: \$1,080,261.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0022 - LCFF Base	12,000.00
0710 - LCFF Supplemental	956,361.00
3010 - Title I Site	21,200.00
3010-Title I-Centralized	4,000.00
4035-NCLB:Title II Teacher Quality	30,000.00
Other	56,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	771,570.00
2000-2999: Classified Personnel Salaries	72,900.00
4000-4999: Books And Supplies	66,280.00
5000-5999: Services And Other Operating Expenditures	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,750.00
7000-7439: Other Outgo	125,761.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0022 - LCFF Base	2,000.00
4000-4999: Books And Supplies	0022 - LCFF Base	10,000.00

1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	765,570.00
4000-4999: Books And Supplies	0710 - LCFF Supplemental	56,280.00
5800: Professional/Consulting Services And Operating Expenditures	0710 - LCFF Supplemental	8,750.00
7000-7439: Other Outgo	0710 - LCFF Supplemental	125,761.00
2000-2999: Classified Personnel Salaries	3010 - Title I Site	16,200.00
5000-5999: Services And Other Operating Expenditures	3010 - Title I Site	5,000.00
1000-1999: Certificated Personnel Salaries	3010-Title I-Centralized	4,000.00
5000-5999: Services And Other Operating Expenditures	4035-NCLB:Title II Teacher Quality	30,000.00
2000-2999: Classified Personnel Salaries	Other	56,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	556,930.00
Goal 2	376,370.00
Goal 3	146,961.00

School Site Council Membership

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

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

Name of Members	Role
Kelsey Meder	Classroom Teacher
Cheryl Garcia	Other School Staff
David Breton	Classroom Teacher
MAK Kegelmeyer	Principal
Maria Franco	Classroom Teacher
Marinela Reus	Classroom Teacher
Erin Estabrooks	Parent or Community Member
Jaquילו Mamaril	Parent or Community Member
Angelino Cano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on December 19, 2022.

Attested:

Principal, M Kegelmeyer on January 4, 2022

SSC Chairperson, Erin Estabrooks on January 13, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019