

School Year: **2022-23**

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
Mark West Elementary School	49708056051841	3/1/23	3/7/23

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.

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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).

The Mark West Union School District will be administering the Youth Truth Survey in January 2023. This survey is taken by 3-8th grades, families, and staff members. Students are asked questions in these areas: Strengths & Weaknesses, Engagement, Relationships, Culture, Academic Challenge, Instructional Methods, Belonging, Bullying Questions, Project-Based Learning, Emotional and Mental Health and finally Demographics. Families are asked questions in these categories: General, Culture, Engagement, Communication & Feedback, School Safety, Resources and Demographics. Finally, staff members are asked questions in these categories: General, Relationships, Engagement, Professional Development & Support, School Safety and Demographics. Many other schools in our region use this measuring tool. As a new tool, we are eager to use the data and find out more information from a larger group of stakeholders.

Classroom Observations

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

Classroom Observations happen formally through our negotiated Teacher Evaluation Process. Teachers on the evaluation cycle may be observed up to 3 times in a school year. In general, informal classroom observations occur on a regular basis with follow up conversations between teachers/administration. Administration does walk throughs on various days of the week at various times.

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)

Previously, the principal shares dis-aggregated state test data with staff. Staff analyze the data, look for trends and for areas of broad focus. Given that the data During the school year, once each trimester, teachers meet with the principal, Title 1 reading teacher, rsp teacher, and GATE teacher to review student language arts progress using local measures- Diagnostic Reading Assessment, Renaissance STAR assessment, DIBELS, ESGI report on phonics/phonemic awareness. Data is also reviewed at staff meetings and site collaboration days. The goal of analyzing data is to improve instruction for students.

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

The district has adopted and is implementing the Common Core ELA programs: Wonders in grades TK-5, and Study Sync in grade 6. Curriculum based assessments along with local measures will be used to assess student progress. In math, teachers use the Curriculum embedded assessments from math expressions, including the benchmark assessment twice a year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for highly qualified staff.

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

The focus of professional development this year is in the area MTSS. Specifically, teacher mind set, and Tier 1 Instruction. Our work in MTSS is a multi year attempt. We are just starting out at the school level for the 2022-23 school year and are looking to focus this work over the next several years with MTSS, moving forward with PBIS and UDL as the years progress. A secondary area of teacher professional development is with Number Talks, a specific math approach.

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

In addition to professional development in the newly adopted Language Arts Curriculum, Professional Development is focused on improving the performance of our English Language Learners. An additional area of staff development, in alignment with the District Strategic Plan, is a focus on Social Emotional Learning.

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

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

Every Wednesday is an early release day for teacher planning and collaboration. Of those, eight are designated as site specific days for staff to work together in areas for school improvement. Additionally, three times each year teachers meet with the principal, Title 1 Reading teacher and rps teacher to review student assessment data and plan for meeting student needs. These coop meetings are planned to support the in-school reading intervention program, Blended Services.

Teaching and Learning

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

The district has adopted and is implementing the Common Core ELA programs: Wonders in grades TK-5, and Study Sync in grade 6. Our Common Core aligned Math series is Math Expressions.

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

Recommended instructional minutes are built into each class schedule in the area of language arts and mathematics.

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

Reading intervention is built into the schedule through our Blended Services Rtl program. Each grade level has a 30 minute block of time to provide reading intervention to students.

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

Every student has access to the core curriculum materials which are standards based. English learners benefit from the use the ELD materials within the adopted curriculum. Students performing below grade level are instructed with the intervention materials within the curriculum

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

The district has adopted and implemented SBE adopted, common core aligned math and ELA programs.

Opportunity and Equal Educational Access

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

Teachers use the results of frequent, formative assessments to drive instruction and provide intervention within their classrooms for underperforming students. Additionally, Mark West Elementary has implemented an in school intervention program, called Blended Services, which provides additional tier 2 and tier 3 support for underperforming students in Language Arts. Four days a week, for 30 minutes a day, students within the grade level are grouped by ability levels and need. The Title 1 Reading Teacher and para professionals are part of these groups, allowing group sizes to be smaller and gaps in learning to be targeted more effectively. Each teacher is responsible for implementing designated English Language Development and assisting those students to access to the core curriculum. Their specialized training (CLAD, SB 1969 or AB 395) has prepared them to customize instruction for students with various levels of English proficiency. Our site ELD paraprofessional provides additional integrated English Language Development as an additional support to our English Learners.

Evidence-based educational practices to raise student achievement

See above

Parental Engagement

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

In addition to the general education program or classroom in which all students are assigned, Mark West Elementary School provides educational services to all students in its Blended Services Program. The Blended Services Program takes all the categorical resources listed above (personnel and instructional materials) and pulls them together to create a coordinated school wide intervention/acceleration program. The premise of the program is that all students of all abilities receive direct instruction at their ability level to help them catch up or accelerate their rate of learning. Students who are below grade level are identified and served before they fall too far behind. Students who are above grade level receive an accelerated curriculum that challenges their academic abilities. Para-professionals work in our kindergarten and first grade rooms during Blended services and for a 30 minute language arts block to assist struggling students. Para professionals also provide support in our 2nd through 6th grade classrooms. Additional funds were used to provide educational online programs such as IXL, Moby Max, StarFall, etc.

To support our many busy families, before and after school daycare is provided on the Mark West Elementary School campus by the Extended Child-care Coalition. These programs allow students a safe and fun place to be before and after school. Enrichment activities, homework club, and snacks are all part of the both programs. A newly implemented resource has been the 4Cs preschool now housed at Mark West Elementary.

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)

Our SPSA is reviewed annually at School Site Council. School Site Council is made up of equal representation parents and staff.

Funding

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

Our Reading Intervention teacher is funded by Title I money. She sees students in all grade levels during our Blended Services block, and then focuses again on primary students with afternoon reading groups. Students who are struggling in reading often receive a double dose of reading instruction beyond their classroom interventions. She includes English Learners in her reading groups and incorporates English Language Development strategies while teaching reading.

Fiscal support (EPC)

See funding

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 Mark West School Site Council reviews the Single Plan for Student Achievement each year prior to sending it to the Board of Trustees for approval. The SSC is composed of three parents, one from ELAC, two teachers, one classified representative, and the principal. The team reviews the data and proposed goals, makes adjustments and agrees upon the final goals for improvement.

Resource Inequities

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

None were identified.

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	2.31%	1.5%	1.30%	10	6	5
African American	0.69%	0.5%	0.26%	3	2	1
Asian	3.23%	3.6%	2.86%	14	14	11
Filipino	1.85%	1.5%	2.08%	8	6	8
Hispanic/Latino	37.88%	40.0%	39.48%	164	157	152
Pacific Islander	1.15%	1.3%	1.04%	5	5	4
White	49.65%	47.1%	47.79%	215	185	184
Multiple/No Response	3.23%	4.6%	5.19%	14	18	20
Total Enrollment				433	393	385

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	78	69	66
Grade 1	66	46	55
Grade 2	60	55	48
Grade 3	58	52	57
Grade 4	65	59	51
Grade 5	58	61	51
Grade 6	48	51	57
Total Enrollment	433	393	385

Conclusions based on this data:

1. Student ethnicity groups have remained similar across the years.
2. Mark West has had a slight decline in enrollment over three years.

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	61	46	52	14.1%	11.70%	13.5%
Fluent English Proficient (FEP)	37	37	26	8.5%	9.40%	6.8%
Reclassified Fluent English Proficient (RFEP)	24	6		29.3%	1.50%	

Conclusions based on this data:

1. Mark West has a slight increased percentage of English Learners from last 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	65	60	58	64	55	55	64	55	55	98.5	91.7	94.8
Grade 4	57	48	53	57	44	52	57	44	52	100	91.7	98.1
Grade 5	53	53	52	53	50	50	53	50	50	100	94.3	96.2
Grade 6	59	46	54	59	44	54	59	44	54	100	95.7	100.0
All Grades	234	207	217	233	193	211	233	193	211	99.6	93.2	97.2

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	2436.	2426.	2431.	29.69	27.27	21.82	21.88	21.82	34.55	25.00	30.91	23.64	23.44	20.00	20.00
Grade 4	2476.	2448.	2482.	21.05	9.09	34.62	28.07	31.82	21.15	22.81	25.00	23.08	28.07	34.09	21.15
Grade 5	2500.	2481.	2494.	16.98	18.00	12.00	32.08	24.00	38.00	26.42	22.00	32.00	24.53	36.00	18.00
Grade 6	2539.	2506.	2522.	20.34	9.09	14.81	32.20	34.09	33.33	30.51	29.55	25.93	16.95	27.27	25.93
All Grades	N/A	N/A	N/A	22.32	16.58	20.85	28.33	27.46	31.75	26.18	26.94	26.07	23.18	29.02	21.33

2019-20 Data:

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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	28.13	16.36	12.73	51.56	67.27	78.18	20.31	16.36	9.09
Grade 4	24.56	18.18	21.15	52.63	70.45	59.62	22.81	11.36	19.23
Grade 5	30.19	10.20	12.00	43.40	69.39	80.00	26.42	20.41	8.00
Grade 6	23.73	11.63	16.67	44.07	58.14	59.26	32.20	30.23	24.07
All Grades	26.61	14.14	15.64	48.07	66.49	69.19	25.32	19.37	15.17

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	25.00	20.37	7.27	48.44	53.70	70.91	26.56	25.93	21.82
Grade 4	24.56	9.09	15.38	52.63	61.36	69.23	22.81	29.55	15.38
Grade 5	28.30	20.41	12.24	45.28	46.94	75.51	26.42	32.65	12.24
Grade 6	25.42	11.36	16.67	55.93	54.55	53.70	18.64	34.09	29.63
All Grades	25.75	15.71	12.86	50.64	53.93	67.14	23.61	30.37	20.00

2019-20 Data:

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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	25.00	20.37	9.09	67.19	68.52	80.00	7.81	11.11	10.91
Grade 4	22.81	9.09	19.23	64.91	81.82	69.23	12.28	9.09	11.54
Grade 5	13.21	4.35	6.00	60.38	80.43	80.00	26.42	15.22	14.00
Grade 6	20.34	13.64	22.22	62.71	65.91	64.81	16.95	20.45	12.96
All Grades	20.60	12.23	14.22	63.95	73.94	73.46	15.45	13.83	12.32

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	18.75	23.64	16.36	57.81	63.64	78.18	23.44	12.73	5.45
Grade 4	15.79	2.27	19.23	61.40	79.55	67.31	22.81	18.18	13.46
Grade 5	24.53	20.00	8.00	50.94	62.00	76.00	24.53	18.00	16.00
Grade 6	27.12	18.18	16.67	52.54	65.91	74.07	20.34	15.91	9.26
All Grades	21.46	16.58	15.17	55.79	67.36	73.93	22.75	16.06	10.90

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. Reading and writing are the overall areas of need, specifically in 6th grade.
2. Overall, the percentage of students meeting or exceeding standards has increased since last year.
3. Students were unable to take the CAASPP assessment in the Spring of 2020. Results were not reported for the 20-21 school year.

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	65	60	58	64	57	54	64	57	54	98.5	95.0	93.1
Grade 4	57	48	53	57	47	51	57	47	51	100	97.9	96.2
Grade 5	53	53	52	53	51	52	53	51	52	100	96.2	100.0
Grade 6	59	46	54	59	44	54	58	44	54	100	95.7	100.0
All Grades	234	207	217	233	199	211	232	199	211	99.6	96.1	97.2

* 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	2440.	2414.	2422.	15.63	5.26	16.67	43.75	36.84	31.48	26.56	28.07	25.93	14.06	29.82	25.93
Grade 4	2491.	2444.	2482.	21.05	4.26	19.61	35.09	19.15	29.41	31.58	53.19	33.33	12.28	23.40	17.65
Grade 5	2479.	2456.	2479.	11.32	5.88	9.62	11.32	15.69	26.92	37.74	25.49	32.69	39.62	52.94	30.77
Grade 6	2543.	2507.	2502.	24.14	11.36	16.67	20.69	22.73	12.96	32.76	29.55	27.78	22.41	36.36	42.59
All Grades	N/A	N/A	N/A	18.10	6.53	15.64	28.45	24.12	25.12	31.90	33.67	29.86	21.55	35.68	29.38

2019-20 Data:

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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	32.81	14.04	18.52	46.88	54.39	61.11	20.31	31.58	20.37
Grade 4	40.35	4.26	21.57	33.33	65.96	62.75	26.32	29.79	15.69
Grade 5	15.09	9.80	13.46	35.85	41.18	55.77	49.06	49.02	30.77
Grade 6	34.48	20.45	12.96	29.31	40.91	46.30	36.21	38.64	40.74
All Grades	31.03	12.06	16.59	36.64	50.75	56.40	32.33	37.19	27.01

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	29.69	15.79	20.37	50.00	54.39	50.00	20.31	29.82	29.63
Grade 4	28.07	6.38	21.57	49.12	57.45	56.86	22.81	36.17	21.57
Grade 5	13.21	5.88	1.92	50.94	52.94	63.46	35.85	41.18	34.62
Grade 6	24.14	11.36	11.11	48.28	59.09	57.41	27.59	29.55	31.48
All Grades	24.14	10.05	13.74	49.57	55.78	56.87	26.29	34.17	29.38

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	26.56	10.53	14.81	56.25	77.19	68.52	17.19	12.28	16.67
Grade 4	24.56	8.51	15.69	49.12	72.34	58.82	26.32	19.15	25.49
Grade 5	3.77	11.76	7.69	49.06	56.86	69.23	47.17	31.37	23.08
Grade 6	31.03	6.82	16.67	44.83	65.91	57.41	24.14	27.27	25.93
All Grades	21.98	9.55	13.74	50.00	68.34	63.51	28.02	22.11	22.75

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. There was an overall slight increase in students meeting or exceeding standards when compared to last year.
2. Students were unable to take the CAASPP in the Spring of 2020. Data was not available for 2021.
3. Sixth grade shows the greatest need for improvement in overall math achievement.

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	*	*	1416.5	*	*	1432.0	*	*	1380.3	8	4	12
1	*	*	*	*	*	*	*	*	*	10	6	*
2	*	*	*	*	*	*	*	*	*	8	7	6
3	1482.0	*	*	1471.4	*	*	1492.5	*	*	11	9	5
4	1529.1	*	1519.1	1525.6	*	1527.1	1532.0	*	1510.6	11	6	11
5	*	*	*	*	*	*	*	*	*	5	10	6
6	*	*	*	*	*	*	*	*	*	4	7	9
All Grades										57	49	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.

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	*	*	8.33	*	*	33.33	*	*	33.33	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
4	45.45	*	27.27	45.45	*	36.36	9.09	*	27.27	0.00	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.77	6.12	15.38	36.84	51.02	44.23	42.11	28.57	30.77	12.28	14.29	9.62	57	49	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.

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	*	*	16.67	*	*	33.33	*	*	25.00	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
4	72.73	*	36.36	18.18	*	45.45	9.09	*	9.09	0.00	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.54	26.53	34.62	43.86	44.90	44.23	31.58	20.41	11.54	7.02	8.16	9.62	57	49	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.

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	*	*	8.33	*	*	16.67	*	*	33.33	*	*	41.67	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	9.09	*	*	72.73	*	*	9.09	*	*	11	*	*
4	18.18	*	0.00	45.45	*	54.55	36.36	*	18.18	0.00	*	27.27	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.02	0.00	3.85	26.32	24.49	36.54	43.86	51.02	28.85	22.81	24.49	30.77	57	49	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.

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	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
4	45.45	*	45.45	45.45	*	36.36	9.09	*	18.18	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.56	34.69	32.69	61.40	55.10	61.54	14.04	10.20	5.77	57	49	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.

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	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
4	72.73	*	45.45	27.27	*	45.45	0.00	*	9.09	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.07	44.90	44.23	56.14	44.90	44.23	15.79	10.20	11.54	57	49	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.

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	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
4	0.00	*	18.18	90.91	*	45.45	9.09	*	36.36	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.77	6.12	15.38	61.40	59.18	48.08	29.82	34.69	36.54	57	49	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 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	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
4	18.18	*	18.18	72.73	*	63.64	9.09	*	18.18	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.77	2.04	11.54	70.18	77.55	69.23	21.05	20.41	19.23	57	49	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.

Conclusions based on this data:

1. This is baseline data.
2. Students were unable to complete the ELPAC in the Spring of 2020.

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
385	49.6	13.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mark West 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	13.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	191	49.6
Students with Disabilities	32	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	5	1.3
Asian	11	2.9
Filipino	8	2.1
Hispanic	152	39.5
Two or More Races	20	5.2
Pacific Islander	4	1.0
White	184	47.8

Conclusions based on this data:

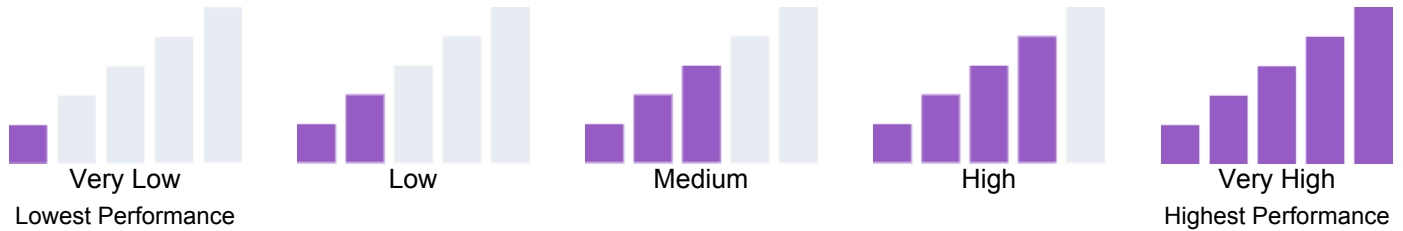
1. Despite changing numbers of enrollment, student group percentages have remained very stable.

School and Student Performance Data

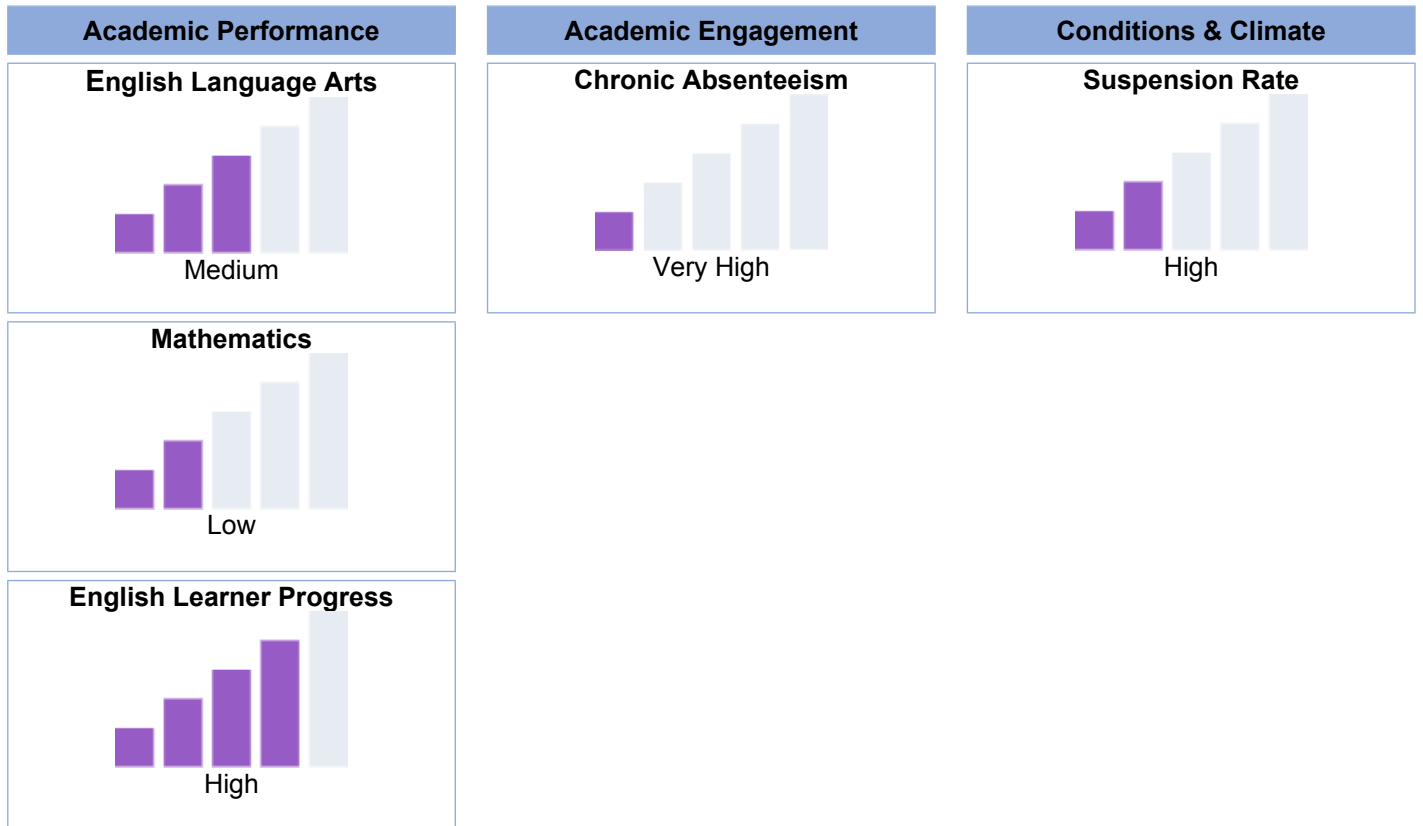
Overall Performance

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:

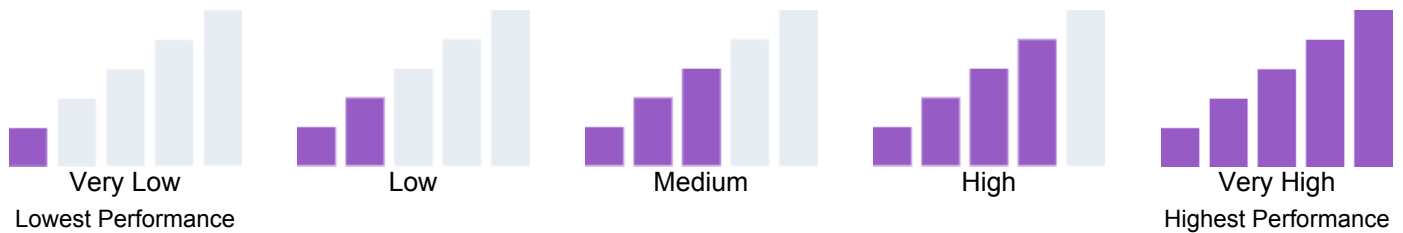
1. Our work with the Youth Truth Survey will help us with recommendation for student engagement.
2. English Learners are making progress.

School and Student Performance Data

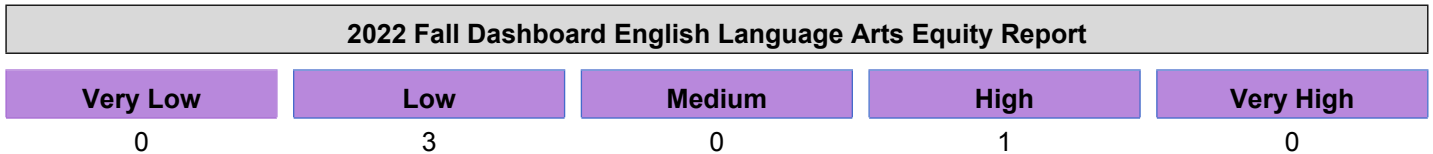
Academic Performance English Language Arts

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](#).

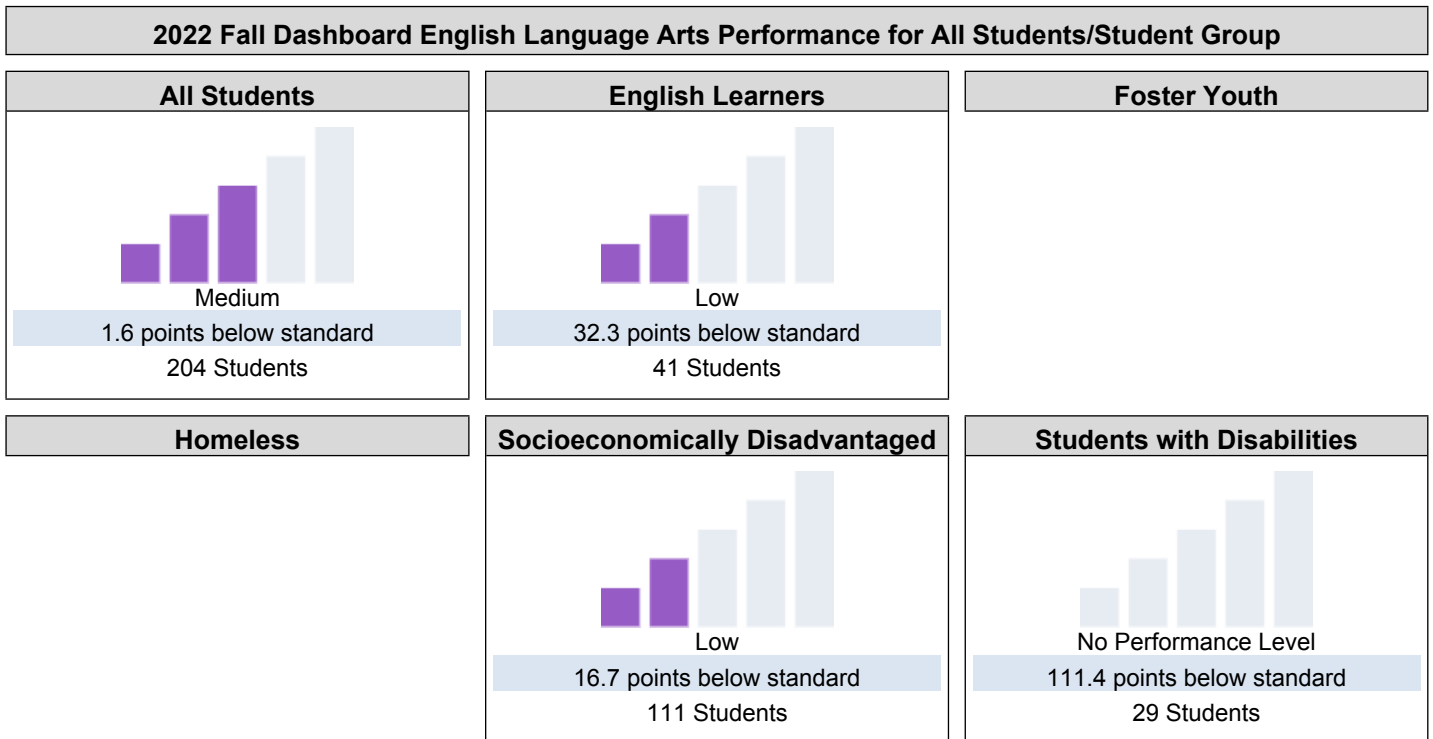
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



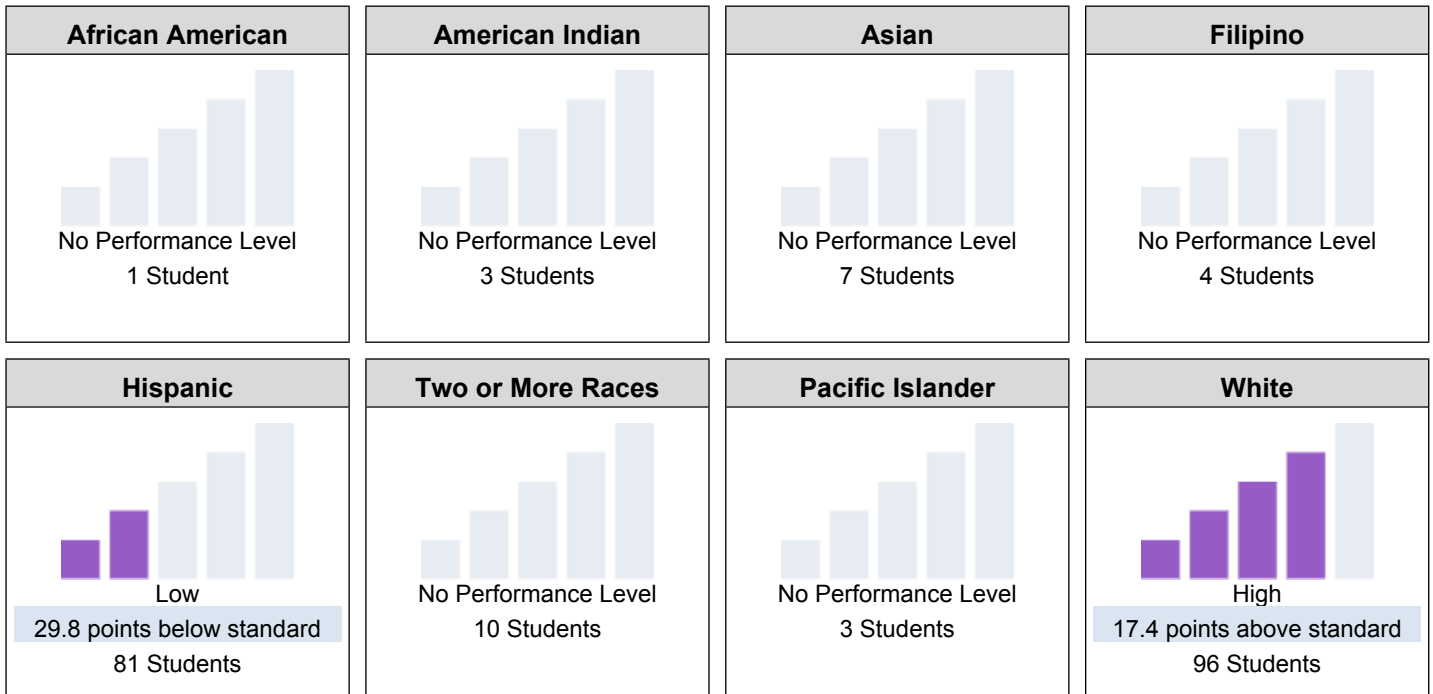
This section provides number of student groups in each level.



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
56.7 points below standard	26.7 points above standard	4.5 points above standard
29 Students	12 Students	152 Students

Conclusions based on this data:

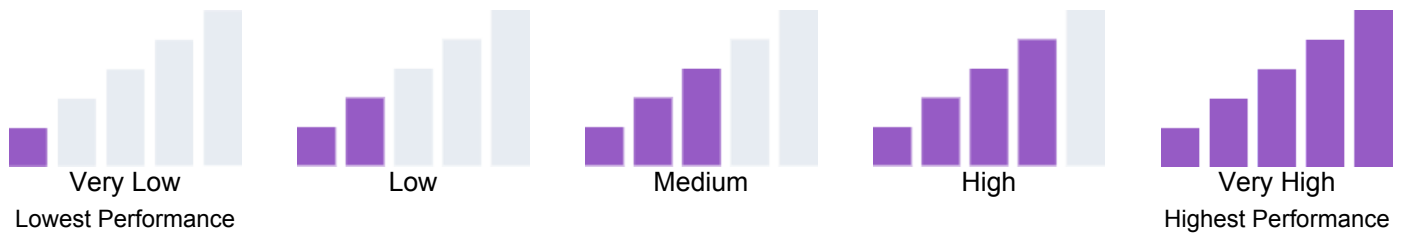
1. Subgroups of English Learners and Socioeconomically Disadvantaged are showing limited progress.
2. There is a substantial gap between Current English Learners compared to English Only student.
3. Staff is working on MTSS to meet the needs of all learners.

School and Student Performance Data

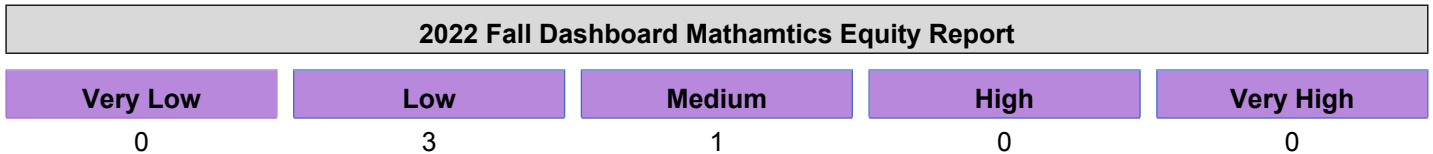
Academic Performance Mathematics

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](#).

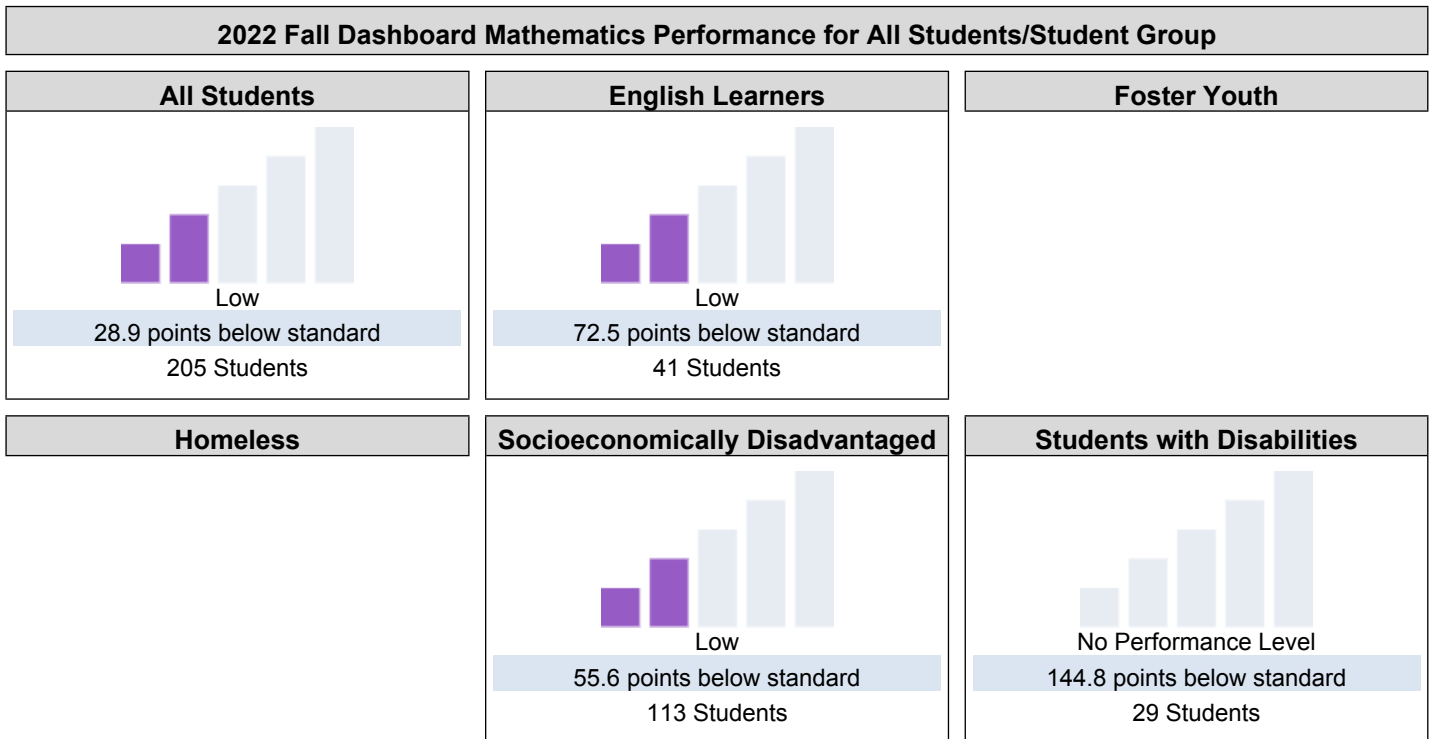
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



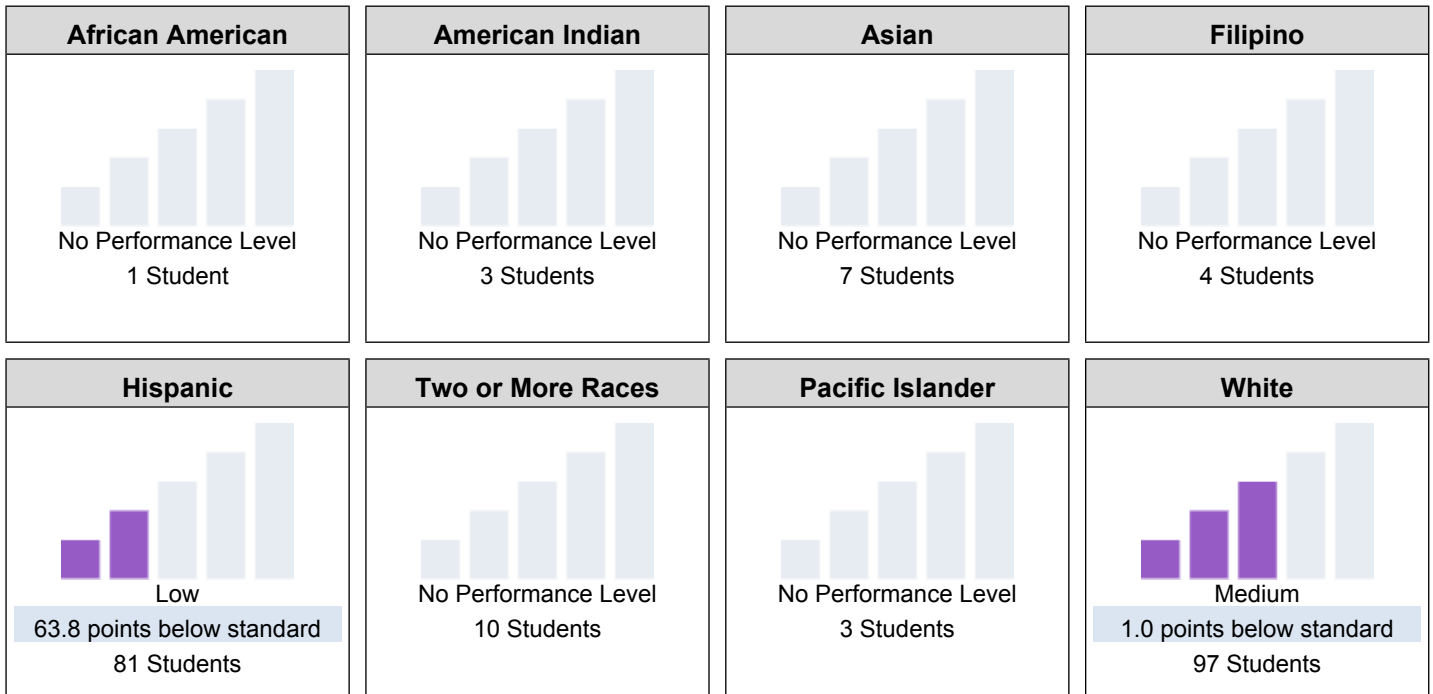
This section provides number of student groups in each level.



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
90.2 points below standard 29 Students	29.8 points below standard 12 Students	19.4 points below standard 153 Students

Conclusions based on this data:

1. Math remains an area of need within all groups of students.
2. The district is providing training and support on Math Talks, and how we can build number sense and math concepts across all grades.

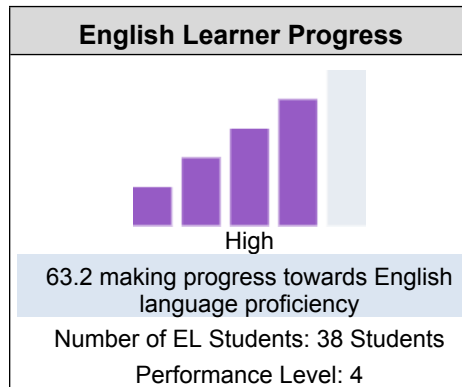
School and Student Performance Data

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
13.2%	23.7%	0.0%	63.2%

Conclusions based on this data:

- English Learners are maintaining and progress at high rates.
- EL supports are giving my teachers and para daily.

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:

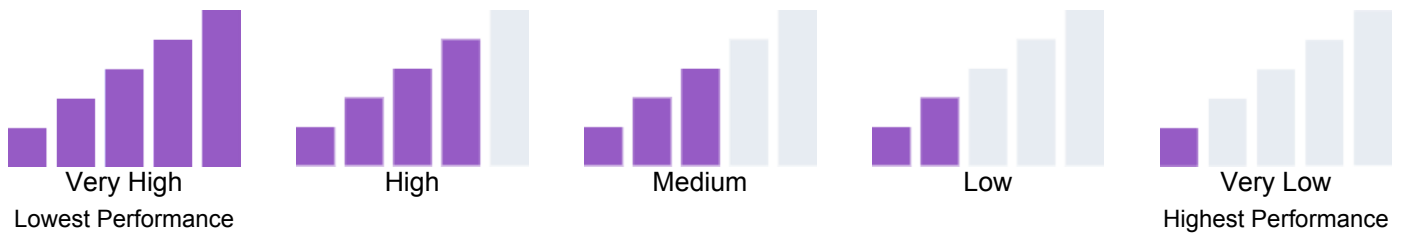
- 1.

School and Student Performance Data

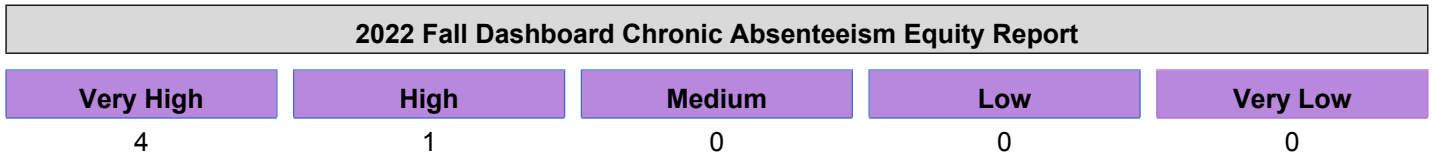
Academic Engagement Chronic Absenteeism

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](#).

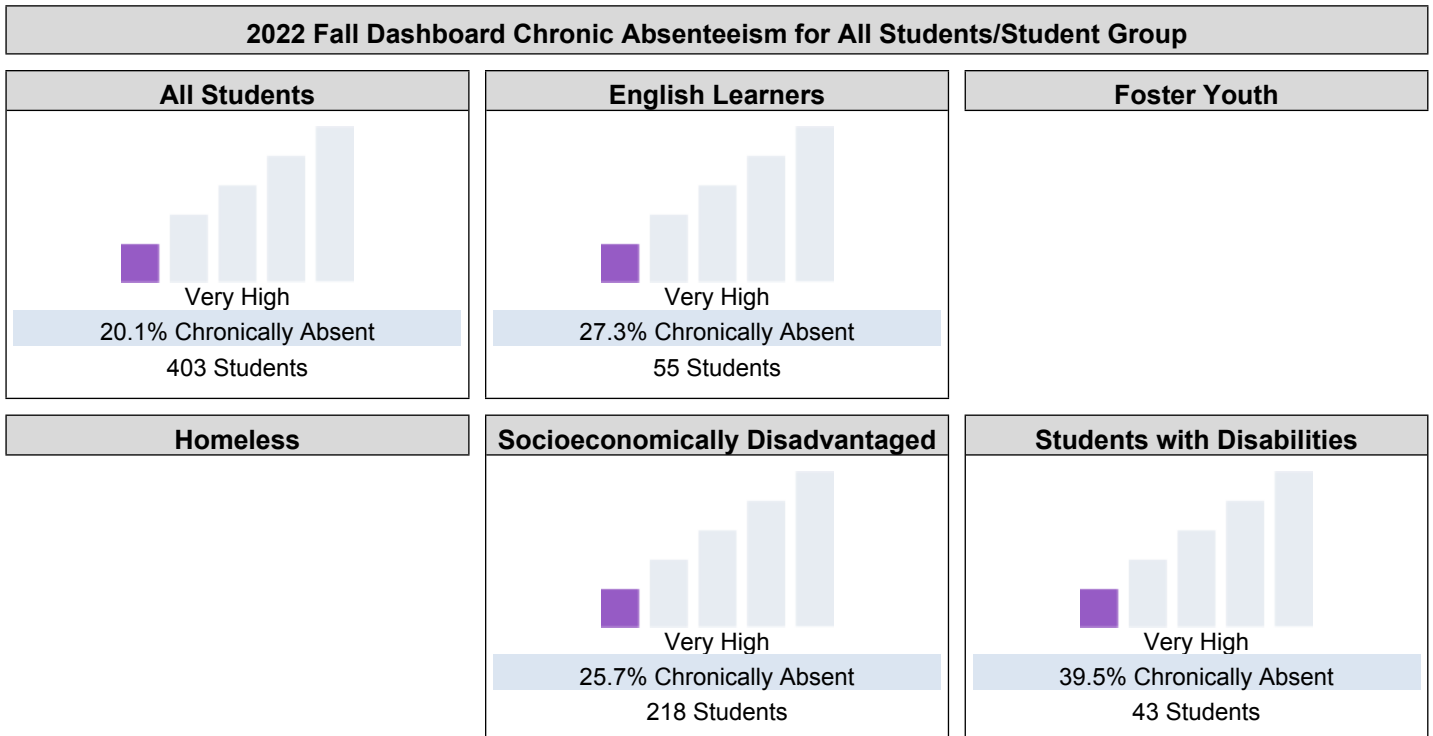
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



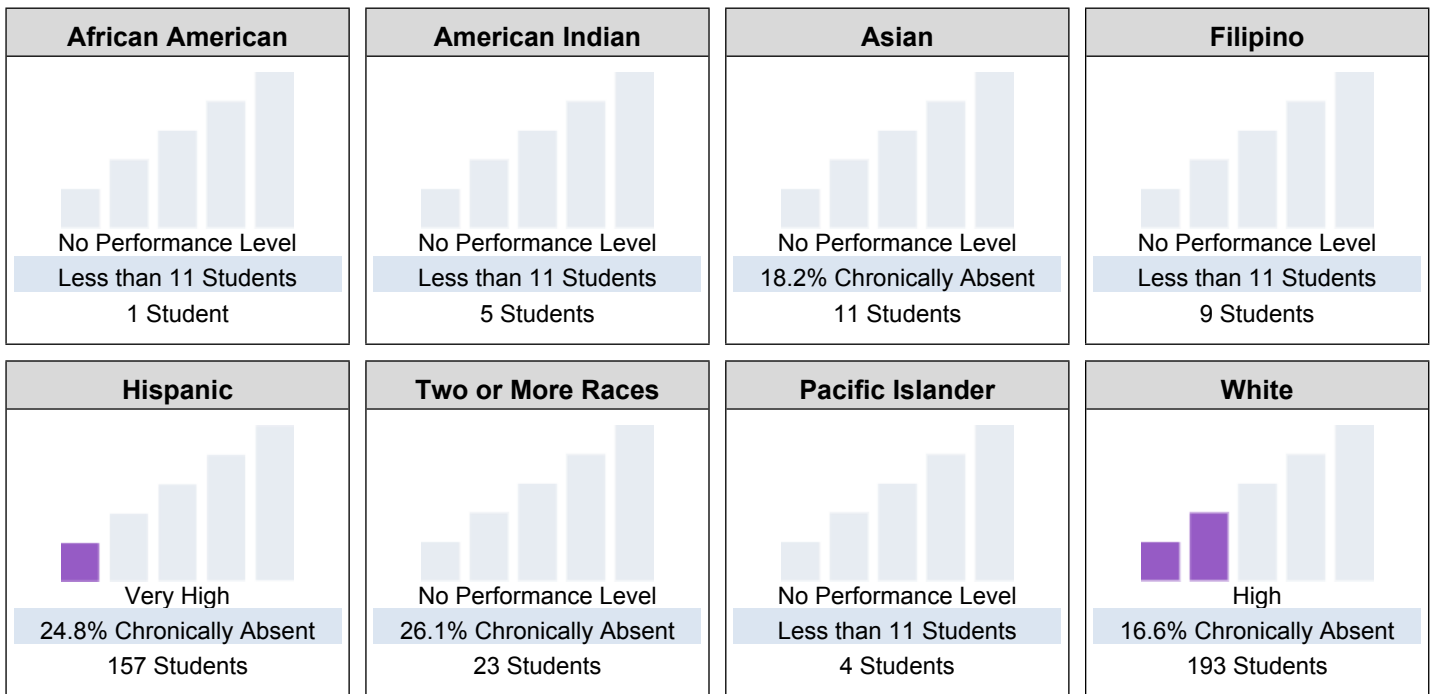
This section provides number of student groups in each level.



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:

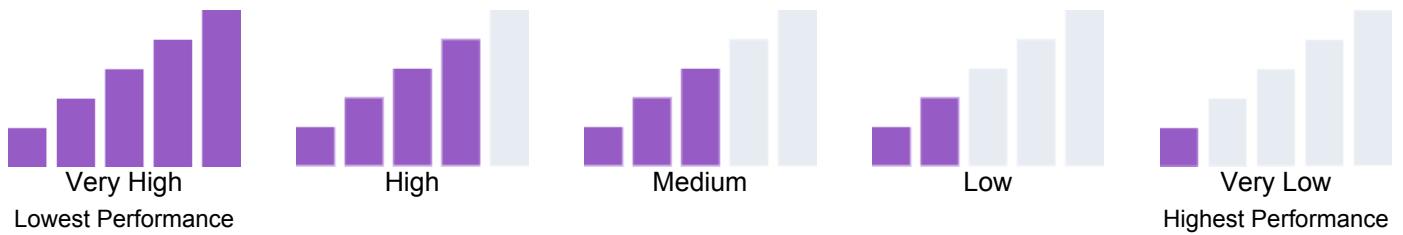
1. Our students with disabilities subgroup had an increase in chronic absenteeism.
2. Illness protocols are enforced after experiencing Covid. More student are staying home when sick.

School and Student Performance Data

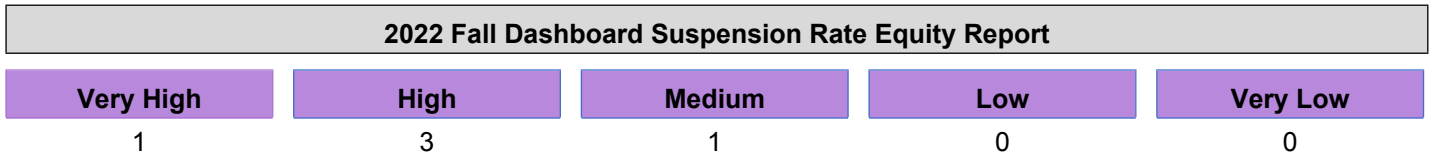
Conditions & Climate Suspension Rate

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](#).

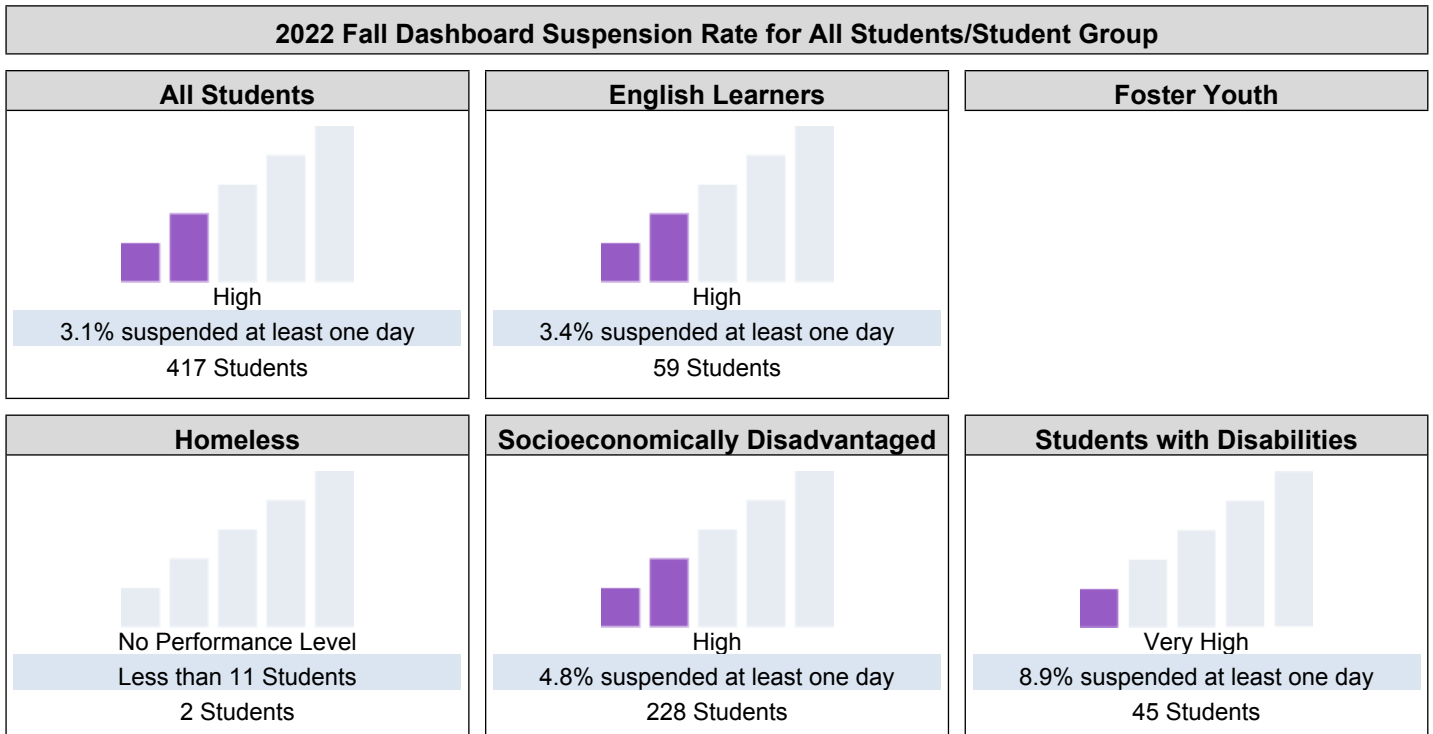
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



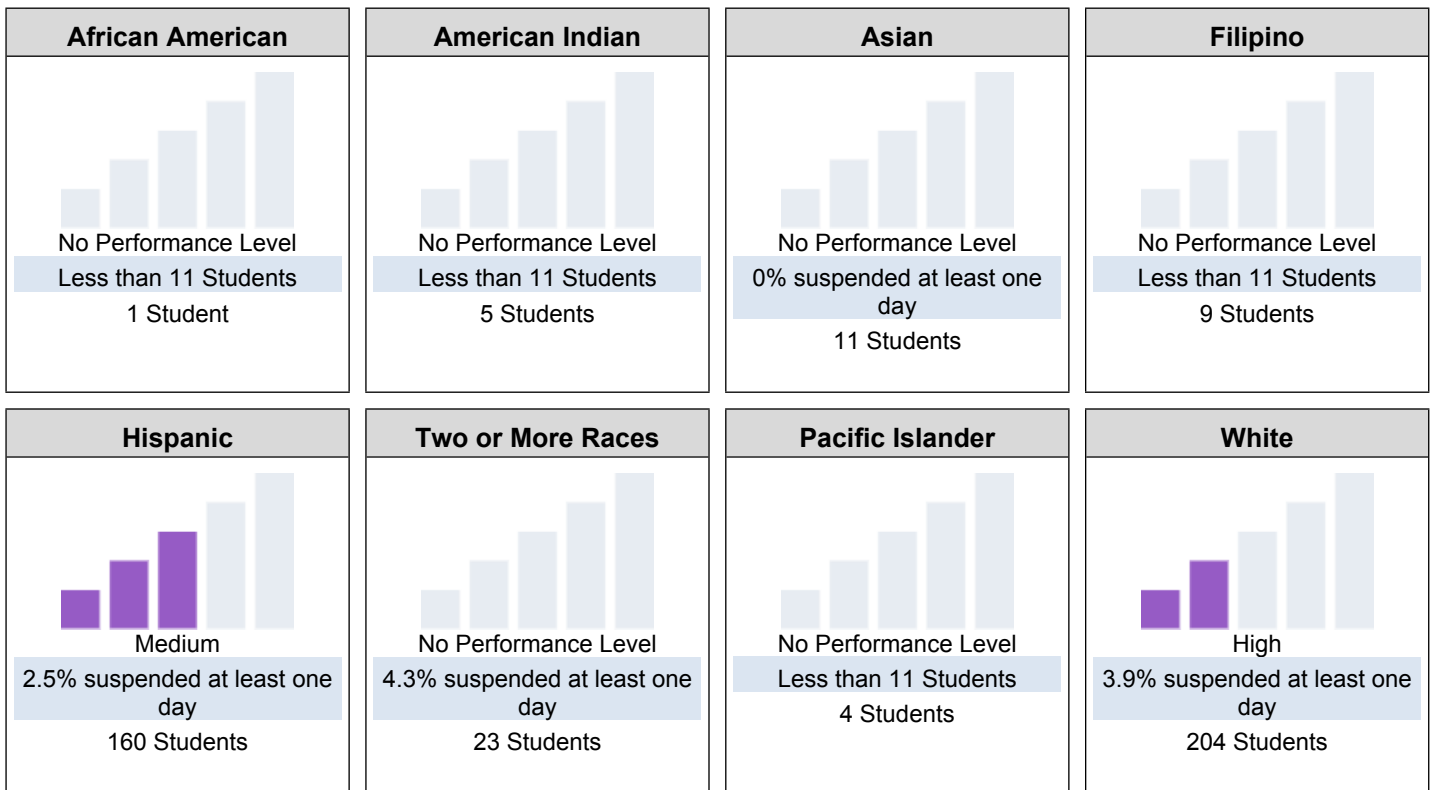
This section provides number of student groups in each level.



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 suspension rates are low. When looking at subgroups, students with disabilities has the highest rate.
- For the 2022-23 school year, the school put a focus on SEL learning with counseling teaching SEL lessons weekly in the all classrooms.
- The school saw an increase in behaviors when students returned to in person instruction for the 2021-22 school year.

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

Academic Achievement ELA

LEA/LCAP Goal

Pupil Outcome

Goal 1

All students in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in English Language Arts. (Pupil Outcomes).

Identified Need

Based on 2022 CAASSP Data

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)

All students

Strategy/Activity

1.0 Intervention Teacher and .5 Enrichment Teacher
Teachers are hired for blended services to offer specific support in reading comprehension skills and responding to literature.

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)
-----------	-----------

76,729

Learning Recovery Block Grant

	Intervention Teacher
45,394	Arts, Music, and Instructional Materials Block Grant
	Enrichment Teacher

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

Fully Implement district adopted ELA curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

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

Fully implement the state recommended instructional minutes for ELA, incorporating close reads with text dependent questions.

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 4

Students to be Served by this Strategy/Activity

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

Specific student groups based on data and collaborative teacher input.

Strategy/Activity

Implement school day intervention program 30 minutes per day, four days a week, incorporating close reads, foundational skills, fluency.

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)
144,257	Title I Title 1 Reading teacher
52,430	LCFF - Supplemental para educators, TK-1
70,272	ESSER III para-educators 2nd - 6th grade. Also ELOG, IPI funding used.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Common Core instructional strategies from including close reading, evidence-based writing, use of text dependent questions, increased use of non-fiction (informational text)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional Assistants/para-professionals will be provided in all grades for 1 hour .

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)

Included in Activity 4

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

English Language Arts

LEA/LCAP Goal

PUPIL OUTCOMES

Goal 2

In grades 1-3, 75% of all students will be at benchmark or above on the Composite DIBELS score by June of 2023. The remaining 25% will have demonstrated 10% growth as measured by DIBELS composite.

Identified Need

Building foundational skills to ensure reading success.

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)

All students

Strategy/Activity

Progress Monitoring struggling students. Data is reviewed in co-ops. Teachers will share successful strategies during co-ops, staff meetings, and during their planning/prep time.

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)

LCFF

Funds included in Goal #1

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

1.0 Reading Specialist

Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phonics, and fluency.

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)

Title I

Included in Goal #1

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

1.0 Intervention Teacher

Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phonics, and fluency.

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)

Learning Recovery Block Grant

Included in Goal #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

GATE students, Title 1 students

Strategy/Activity

0,5 Enrichment Teacher

Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phonics, and fluency.

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)

[Empty box for Amount(s)]

Arts, Music, and Instructional Materials Block Grant

Included in Goal #1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Paraeducators in grades TK-6

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)

[Empty box for Amount(s)]

LCFF

included in Goal #1, Activity #4

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

Academic Achievement- Mathematics

LEA/LCAP Goal

PUPIL OUTCOMES

Goal 3

All students in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in Mathematics.

Identified Need

We will use 2022 data as baseline data.

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)

All Students

Strategy/Activity

Provide students in grades 2-6 access to online learning platforms for math support: MobyMax 3rd grade, students in grades 2-6 IXL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,250	ESSER III online platforms - licenses
6,979	LCFF

online platforms - licenses

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

Staff will analyze CAASPP results, formative assessment data from Math Expressions

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)

12,215

Teachers of the same grade level will agree on common assessments to drive instruction and intervention.

LCFF

Time will be provided at staff meetings, co-ops, site days to monitor student and program progress, and make adjustments to the instructional program. LCFF funds used for PD

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

1.0 Intervention Teacher supporting struggling students identified by 4-6 teachers.

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)

Included in Goal #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Inquiry Based Instruction to increase math achievement for all 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TK-6 instructional Aide provided to support instruction

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

School Climate and Culture

LEA/LCAP Goal

School Climate

Goal 4

All students will be educated in a safe and healthy learning environment.

Identified Need

Due to Covid and students participating in Distant Learning for approximately a year and a half, there has been an increased need in Social Emotional Learning support for many students. The district is participating in the Youth Truth Survey. We will use data to identify needs for following year.

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)

All Students

Strategy/Activity

Staff received training in PBIS and UDL strategies before the start of the school year and throughout the school year.

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)

13,561

Source(s)

Educator Effectiveness Block Grant

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

P.E. Teacher

School Wellness for supporting students to make healthy life choices

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)

11,439

Source(s)

Title IV Part A: Student Support and Academic Enrichment

PE Teacher

38,116

Arts, Music, and Instructional Materials Block Grant

Music - District contribution to program

3,000

Parent-Teacher Association (PTA)

Garden-STEM,

LCFF

Mystery Science for all students

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

A 1.0 Counselor working in conjunction with counseling interns will assist students who have counseling 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)
75,567	LCFF - Supplemental None Specified <ul style="list-style-type: none"> • Implementation of BEST instruction, character development • Toolbox grades K-4 • Provide Professional Development to paraprofessionals in active supervision • Support Student Social Emotional Growth through friendship groups, social groups, and individual counseling.
41,544	ESSER III Counselors and counseling trainee/intern

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.

In returning to the school year 21-22, the district is analyzing strategies. New procedures have been implemented (ie PBIS) for the 2022-23 school year, and existing strategies will continue to be implemented.

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

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.

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

English Learners

LEA/LCAP Goal

PUPIL OUTCOMES

Goal 5

75% of all EL students grades K-6, who are at ELD level 1 or 2 (as measured by ELPAC) will move to the next level. 45% of EL students grades K-6 who are at a level 3 will advance to a level 4.

Identified Need

Students should be acquiring progress by increasing Language levels with the goal of becoming proficient.

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)

EL students

Strategy/Activity

EL para will provide support for EL students in language acquisition during designated ELD.

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)

54,162

Source(s)

LCFF - Supplemental

EL para professional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Rosetta Stone will be used with Newcomer 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)

360

Source(s)

Title III Part A: Language Instruction for LEP Students

Title 3

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All EL Students

Strategy/Activity

All teachers will provide integrated ELD support for students throughout the 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)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$651,275.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$144,257.00
Title III Part A: Language Instruction for LEP Students	\$360.00
Title IV Part A: Student Support and Academic Enrichment	\$11,439.00

Subtotal of additional federal funds included for this school: \$156,056.00

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

State or Local Programs	Allocation (\$)
Arts, Music, and Instructional Materials Block Grant	\$83,510.00
Educator Effectiveness Block Grant	\$13,561.00
ESSER III	\$117,066.00
LCFF	\$19,194.00
LCFF - Supplemental	\$182,159.00
Learning Recovery Block Grant	\$76,729.00
Parent-Teacher Association (PTA)	\$3,000.00

Subtotal of state or local funds included for this school: \$495,219.00

Total of federal, state, and/or local funds for this school: \$651,275.00

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
Arts, Music, and Instructional Materials Block Grant	83,510.00
Educator Effectiveness Block Grant	13,561.00
ESSER III	117,066.00
LCFF	19,194.00
LCFF - Supplemental	182,159.00
Learning Recovery Block Grant	76,729.00
Parent-Teacher Association (PTA)	3,000.00
Title I	144,257.00
Title III Part A: Language Instruction for LEP Students	360.00
Title IV Part A: Student Support and Academic Enrichment	11,439.00

Expenditures by Budget Reference

Budget Reference	Amount
	54,162.00
None Specified	75,567.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts, Music, and Instructional Materials Block Grant	83,510.00
	Educator Effectiveness Block Grant	13,561.00

	ESSER III	117,066.00
	LCFF	19,194.00
	LCFF - Supplemental	52,430.00
	LCFF - Supplemental	54,162.00
None Specified	LCFF - Supplemental	75,567.00
	Learning Recovery Block Grant	76,729.00
	Parent-Teacher Association (PTA)	3,000.00
	Title I	144,257.00
	Title III Part A: Language Instruction for LEP Students	360.00
	Title IV Part A: Student Support and Academic Enrichment	11,439.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	389,082.00
Goal 3	24,444.00
Goal 4	183,227.00
Goal 5	54,522.00

School Site Council Membership

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

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

Name of Members	Role
Tracy Lavin-Kendall	Principal
Katie Cervone	Classroom Teacher
Brigitta Hunter	Classroom Teacher
Samantha Wilson	Other School Staff Parent or Community Member
Laura Simmental	Parent or Community Member
Vanessa Thomas	Parent or Community Member
Tamara Shenk	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Ms. Kelli Osorio on

SSC Chairperson, Tamara Shenk on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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