

School Year: **2020-21**

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
Bel Air Elementary School	07 61754 6003974	November 10, 2020	

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
Comprehensive Support and Improvement
The purpose of the SPSA is to provide transparency to parents, staff and community regarding our

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.

The 3 goals in the SPSA mirror the goals set forth by MDUSD. The goals we have set focus on providing high quality engaging instruction with equitable access to standards by a culturally responsive staff. Parents are seen as partners and are key to providing a program for our students that will prepare them for post high school success. Essential components to student success include, but are not limited to: AVID, RAZ Kids, Number Talks, and access to technology.

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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).

Bel Air Elementary uses the results of the Healthy Kids Survey, as well as information gathered from parents at our annual Title I Parent Meeting, School Site Council, Leadership Team meetings, staff meetings and parent information nights to help inform actions to address identified concerns and inform the Single Plan.

Students, staff, and parents are surveyed on site budget priorities, campus culture, and school safety. Priorities identified are: increasing integration of technology into instruction, technology support, social emotional support, improving the cleanliness and safety of our campus, utilize data to inform instruction and student behavior support systems, and increasing opportunities for parent engagement.

Each year teachers are surveyed on site budget priorities in the areas of grade level support, campus safety, professional development/collaboration, instructional support and technology integration. Teachers prioritized: increased academic achievement for all students, campus safety and instructional support, professional development for technology integration

Feedback from parents has been through polling and informal discussions at each of the meetings. All meetings include a time for public comment to hear any ideas, questions or concerns from all stakeholders.

The CA Parent Survey revealed the following strengths for our school:

- School motivates students to learn.
- School clearly communicates consequences of breaking rules.
- School promotes respect of all cultural beliefs and practices.

Classroom Observations

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

Informal walkthroughs / observations are conducted daily and select teachers participate in formal observations. The focus of the walkthroughs / observations, both formal and informal, are centered around AVID instructional strategies and methodologies, Number Talks, and active student engagement.

During Distance Learning, walk-throughs will be conducted via Zoom, Google Classroom and See Saw.

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)

2018 - 2019 School year: Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades K - 5 for Math and English Language Arts. Scores on the end of year assessment indicate that 33% of students scored on or above grade level in Math and 29% scored on or above grade level in English Language Arts.

The iReady diagnostic also measures a yearlong target goal for each student to indicate one-year of academic growth, independent of student grade-level performance. At the mid-year assessment, Bel Air students had achieved 18% of their year-end target in Math. At the mid-year assessment, students had reached 22% of the year end target growth performance indicator in English Language Arts.

2019 - 2020 School year: Due to the Coronavirus pandemic, our students were only able to complete the first 2 iReady Diagnostics. As of March, scores indicated that 12% of students scored on or above grade level in Math and 22% scored on or above grade level in English Language Arts.

Additional, Kindergarten and First grade are using ESGI. Accelerated Reader data is also used by grades 2 - 5 for more frequent assessment in the area of reading comprehension. The data gathered from these sources is used to adjust instruction and create Tier 2 and Tier 3 intervention groups.

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

Teachers meet in grade level collaboration meetings during early release Wednesdays once a per month. Time is used to review student data to modify instruction, refer students to intervention classes after the school day, and refer students for Care Team review and Student Success Team meetings with families. During our Distance Learning phase, these meetings happen virtually.

Teachers review data gathered from iReady, Engage NY Curriculum, the common writing assignment, and informal assessments, for their own classes and for their grade levels at grade level collaboration meetings. Teams utilize the Cycle of Inquiry within a Professional Learning Community model to analyze common assessment data (both formative and summative), establish learning goals and make instructional decisions and the formation of RTI groups. Data gathered from annual state tests (SBAC, ELPAC) and iReady Diagnostic assessments is shared with the SSC at each trimester.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers and staff must meet these federal requirements which is monitored by the Mt. Diablo Human Resource Department.

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

Teachers engage in district-wide and site-based professional development opportunities throughout the year, including,

- Wonders / Maravillas training
- Dual Language / Guiding Principles training
- Engineering is Elementary
- AVID
- NGSS
- SVMII
- Number Talks
- Collaborative Conversations
- Technology Integration
- Positive Behavior Intervention and Support
- Classroom Management (including Class Dojo)
- Student Engagement Strategies
- Equity Training
- Social Emotional Learning training (SEL)

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

Within grade level teams, teachers collaborate and build shared knowledge for areas of instructional focus. During Distance Learning, these meetings happen virtually.

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

Teachers on Special Assignment (TOSAs) are available to provide additional support and training to teaching staff in areas of identified need in support of CCSS implementation, AVID implementation, directed support for English Learners. The English Learner Support Teacher also provides part-time support on-site through consultation, dissemination of instructional resources, and tracking of EL progress. Additionally, district technology TOSA's provide support with technology integration.

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

Teachers meet in grade level collaboration meetings during early release Wednesdays once a month. Teams utilize the Cycle of Inquiry within a Professional Learning Community model to analyze common assessment data (both formative and summative), establish learning goals and make instructional decisions. During Distance Learning, these meetings happen virtually.

Teaching and Learning

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

We adopted a new ELA curriculum and all teachers have access to the materials and curriculum.

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

All daily schedules meet or exceed recommendations for instructional minutes.

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

Class schedules adhere to state requirements. English Language Development (ELD) for English Learners is provided at least 30 minutes daily and intervention is provided throughout the day for students in grades K - 5th who are not at grade level.

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

Each student in every classroom has the appropriate instructional materials, including intervention materials per the Williams Settlement Act.

Additionally, during distance learning, all students have access to technology devices to provide access to all learning platforms,

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

State adopted as well as supplemental educational materials are implemented to ensure students have access to the core curriculum and state standards.

Opportunity and Equal Educational Access

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

Response to Intervention practices are in place to provide tiered support within and outside of the classroom to support students performing below grade level. Students have access to online resources for additional practice within the school day, after school, and at home.

Evidence-based educational practices to raise student achievement

Teachers received information and training on effective classroom instruction as well as Positive Behavior Intervention and support strategies to maximize learning time.

Parental Engagement

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

Online instructional tools are available and access is encouraged to support learning at home. In coordination with the Assistance League of Diablo Valley, The Bay Church, and our CARES after school program teachers provide tutoring after school to support struggling readers, as well as providing volunteer readers that visit classrooms virtually. The district and site have provided summer intervention programs to extend learning time for students performing below grade level. However, due to the Coronavirus pandemic, summer programs were not offered this past summer.

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)

Parents and community members receive information and engage in conversations related to student learning and school programs/services throughout the year within the School Site Council, Social Success Center activities, parent meetings with administration once a trimester, parent nights, and student recognition assemblies. A Community Service Assistant position is dual funded (site and district funds) to help gather and disseminate information and resources to share with our community. A Title 1 parent meeting was held in September at which we discussed all Title 1 requirements, reviewed the Parent Engagement policy, the SPSA, and the Home - School Compact.

Funding

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

All services provided by categorical funds are reflected in the SPSA. Students performing below proficient have access to tiered support through our school-wide Response to Intervention, with extra support provided within the classroom and/or pull-out support for students with more intensive needs.

Bel Air Elementary School uses Title I funds to support a part-time Intervention Specialist. The Intervention Specialist provides supplemental academic support for students in grades K - 3. This supplemental support includes small group pull-out services. Due to the high number of struggling students and families enrolled at Bel Air Elementary School, this supplemental support position is needed to ensure students and their families have the support needed to be successful in all educational programs.

Bel Air Elementary School also uses Title 1 funds to support a Community Service Assistant. This person provides supplemental support in the office which includes, but is not limited to contacting individual parents/guardians to increase parent involvement at the school, connecting parents to community resources, and coordinating community events. Due to the high number of struggling students and families enrolled at Bel Air Elementary School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program. Additionally, due to the high number of Spanish-speaking families, this position is needed to ensure all families have access to information, resources and support from the school.

If and when we return to an on-site model hybrid and / or full-time, Bel Air will use Title 1 and / or LCFF funds to provide additional hours for our Noon Supervisors. While our suspension rate is decreasing, it is still one of the highest in the district. The suspensions are for a variety of reasons but the main cause for student suspension is causing / attempting to cause physical injury to another (fighting). With the additional hours for our Non Supervisors, we can provide more supervision and intervene before situations arise.

Fiscal support (EPC)

Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement. We have received support and training regarding the equitable distribution of Title I funds on a predictable per pupil basis according to the Consolidated Application. The district additionally distributed LCFF Targeted Supplemental funds to sites to support site initiatives as reflected in the LCAP and each site's SPSA.

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

State and district priorities were discussed with our English Language Advisory Council (ELAC), School Site Council, Leadership Team and staff. Funding and opportunities for involvement were also discussed at our Annual Title 1 parent night. Groups provided input and direction that informed

the goals of our SPSA. We recently added new members to our SSC and they have been trained on Site Council protocols, expectations and purpose.

Resource Inequities

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

Bel Air Elementary is 95% free and reduced lunch and has an English Learner population of over 60%. All students have access to technology through devices provided to them by the school as well as internet via Hot Spots provided by the district. Our students are making progress academically, but they continue to struggle. Due to the high needs, both academically and social-emotionally, Bel Air needs Tier 3 supports and interventions academically and behaviorally.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.41%	0.43%	0.42%	2	2	2
African American	11.62%	9.68%	12.37%	56	45	59
Asian	2.70%	2.37%	3.14%	13	11	15
Filipino	1.45%	1.29%	2.1%	7	6	10
Hispanic/Latino	67.22%	67.31%	66.67%	324	313	318
Pacific Islander	3.11%	2.58%	0.63%	15	12	3
White	5.39%	3.01%	5.24%	26	14	25
Multiple/No Response	4.36%	9.68%	4.19%	21	45	25
Total Enrollment				482	465	477

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	78	84	91
Grade 1	96	63	66
Grade 2	92	93	71
Grade3	70	90	87
Grade 4	63	75	89
Grade 5	83	60	73
Total Enrollment	482	465	477

Conclusions based on this data:

1. Our enrollment is declining slightly every year. However, our percentages in each student group / ethnic group, are remaining fairly consistent, aside from our Pacific Islander population which has declined steadily for the past 3 years.
2. We need to continue to ensure that our teachers have curriculum and lesson plans that reflect the diversity of our student population.
3. We need to continue our work around cultural relevant pedagogy.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	279	254	252	57.9%	54.6%	52.8%
Fluent English Proficient (FEP)	33	48	49	6.8%	10.3%	10.3%
Reclassified Fluent English Proficient (RFEP)	18	27	13	5.8%	9.7%	5.1%

Conclusions based on this data:

1. The number of English Learners at Bel Air has decreased slightly and we are seeing a fluctuation in the percent of students that have RFEP'ed.
2. We need to continue to focus on supporting our English Learners and ensure that all teachers are trained on strategies that produce positive results.
3. Our English Learner support teacher will continue to provide support to students and staff.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	75	93	67	71	91	67	70	91	95.7	94.7	97.8
Grade 4	87	58	75	83	55	75	83	54	75	95.4	94.8	100
Grade 5	104	84	64	104	83	61	104	82	61	100	98.8	95.3
All	261	217	232	254	209	227	254	206	227	97.3	96.3	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2327.	2345.	2356.	0.00	2.86	4.40	10.45	7.14	10.99	13.43	21.43	20.88	76.12	68.57	63.74
Grade 4	2371.	2373.	2374.	0.00	3.70	1.33	9.64	7.41	13.33	18.07	14.81	20.00	72.29	74.07	65.33
Grade 5	2424.	2410.	2442.	2.88	3.66	4.92	15.38	17.07	18.03	22.12	13.41	26.23	59.62	65.85	50.82
All Grades	N/A	N/A	N/A	1.18	3.40	3.52	12.20	11.17	13.66	18.50	16.50	22.03	68.11	68.93	60.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.99	5.71	6.67	23.88	35.71	47.78	73.13	58.57	45.56
Grade 4	4.82	5.56	2.67	37.35	31.48	34.67	57.83	62.96	62.67
Grade 5	6.73	8.54	4.92	44.23	29.27	52.46	49.04	62.20	42.62
All Grades	5.12	6.80	4.87	36.61	32.04	44.69	58.27	61.17	50.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	0.00	1.52	3.37	31.34	16.67	41.57	68.66	81.82	55.06
Grade 4	0.00	2.13	2.67	31.33	23.40	37.33	68.67	74.47	60.00
Grade 5	8.65	3.85	9.84	43.27	32.05	42.62	48.08	64.10	47.54
All Grades	3.54	2.62	4.89	36.22	24.61	40.44	60.24	72.77	54.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.99	7.14	5.49	41.79	57.14	63.74	55.22	35.71	30.77
Grade 4	2.41	1.85	5.33	42.17	55.56	56.00	55.42	42.59	38.67
Grade 5	1.92	1.22	1.64	50.96	53.66	62.30	47.12	45.12	36.07
All Grades	2.36	3.40	4.41	45.67	55.34	60.79	51.97	41.26	34.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.48	4.35	4.44	29.85	43.48	35.56	65.67	52.17	60.00
Grade 4	1.20	1.85	4.00	39.76	35.19	40.00	59.04	62.96	56.00
Grade 5	10.58	4.88	6.56	39.42	41.46	47.54	50.00	53.66	45.90
All Grades	5.91	3.90	4.87	37.01	40.49	40.27	57.09	55.61	54.87

Conclusions based on this data:

1. The overall participate rate has met or exceeded the 95% threshold but can still be improved and we saw a decrease in the percent of students below standard and an increase in the percent of students at or above the standard.
2. Reading has the lowest percent of students meeting or exceeding the standard and still remains an area of focus.
3. Due to the pandemic, we do not have scores from Spring of 2020.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	75	93	66	74	93	66	73	93	94.3	98.7	100
Grade 4	86	58	75	82	57	74	82	57	74	95.3	98.3	98.7
Grade 5	104	84	64	104	84	64	104	84	64	100	100	100
All	260	217	232	252	215	231	252	214	231	96.9	99.1	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2336.	2374.	2365.	1.52	1.37	3.23	6.06	12.33	11.83	21.21	26.03	21.51	71.21	60.27	63.44
Grade 4	2396.	2383.	2397.	0.00	0.00	0.00	8.54	3.51	10.81	37.80	33.33	28.38	53.66	63.16	60.81
Grade 5	2423.	2406.	2414.	5.77	0.00	0.00	4.81	3.57	4.69	18.27	21.43	21.88	71.15	75.00	73.44
All Grades	N/A	N/A	N/A	2.78	0.47	1.30	6.35	6.54	9.52	25.40	26.17	23.81	65.48	66.82	65.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.06	6.85	9.68	18.18	27.40	23.66	75.76	65.75	66.67
Grade 4	3.66	1.75	2.70	18.29	14.04	17.57	78.05	84.21	79.73
Grade 5	6.73	2.38	0.00	12.50	10.71	17.19	80.77	86.90	82.81
All Grades	5.56	3.74	4.76	15.87	17.29	19.91	78.57	78.97	75.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.52	4.11	2.15	34.85	35.62	45.16	63.64	60.27	52.69
Grade 4	4.88	0.00	2.70	31.71	28.07	33.78	63.41	71.93	63.51
Grade 5	3.85	1.19	1.56	28.85	29.76	31.25	67.31	69.05	67.19
All Grades	3.57	1.87	2.16	31.35	31.31	37.66	65.08	66.82	60.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.55	5.48	4.30	34.85	42.47	43.01	60.61	52.05	52.69
Grade 4	4.88	1.75	5.41	29.27	24.56	32.43	65.85	73.68	62.16
Grade 5	3.85	0.00	0.00	28.85	28.57	32.81	67.31	71.43	67.19
All Grades	4.37	2.34	3.46	30.56	32.24	36.80	65.08	65.42	59.74

Conclusions based on this data:

1. Our participation rate stayed above the 95% threshold and increased in all three grade levels. Overall, the percent of students below standard decreased and the percent at or above increased.
2. Communicating Reasoning has the lowest percent of students above standard and Concepts and Procedures has the highest percent below standard.
3. Due to the pandemic, we do not have scores from Spring of 2020.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1408.6	1379.5	1426.1	1396.0	1367.6	1340.7	44	43
Grade 1	1425.9	1432.4	1442.7	1451.2	1408.8	1413.2	63	38
Grade 2	1452.1	1448.6	1458.8	1456.2	1444.8	1440.4	57	62
Grade 3	1477.1	1477.4	1474.9	1481.2	1478.7	1473.0	38	49
Grade 4	1502.8	1497.7	1499.1	1490.0	1506.0	1504.9	28	36
Grade 5	1519.5	1522.9	1510.8	1528.3	1527.7	1516.9	38	28
All Grades							268	256

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	25.00	23.26	25.00	51.16	31.82	25.58	44	43
1	*	5.26	26.98	23.68	31.75	47.37	34.92	23.68	63	38
2	*	1.61	47.37	30.65	26.32	50.00	*	17.74	57	62
3	*	10.20	31.58	26.53	47.37	48.98	*	14.29	38	49
4	*	5.56	42.86	50.00	*	27.78	*	16.67	28	36
5	31.58	21.43	44.74	42.86	*	17.86	*	17.86	38	28
All Grades	14.55	6.25	35.82	31.64	29.48	42.97	20.15	19.14	268	256

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.00	11.63	29.55	16.28	*	48.84	29.55	23.26	44	43
1	31.75	10.53	30.16	39.47	20.63	39.47	17.46	10.53	63	38
2	49.12	12.90	31.58	51.61	*	24.19	*	11.29	57	62
3	*	26.53	39.47	38.78	*	22.45	*	12.24	38	49
4	42.86	33.33	*	38.89	*	8.33	*	19.44	28	36
5	50.00	46.43	31.58	32.14	*	10.71	*	10.71	38	28
All Grades	36.94	21.48	32.09	37.50	15.67	26.56	15.30	14.45	268	256

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.18	11.63	43.18	55.81	*	32.56	44	43
1	42.86	26.32	41.27	71.05	*	2.63	63	38
2	50.88	9.68	43.86	82.26	*	8.06	57	62
3	*	4.08	60.53	73.47	*	22.45	38	49
4	*	16.67	60.71	63.89	*	19.44	28	36
5	42.11	10.71	50.00	71.43	*	17.86	38	28
All Grades	40.30	12.50	48.13	70.70	11.57	16.80	268	256

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.55	6.98	38.64	55.81	31.82	37.21	44	43
1	34.92	7.89	39.68	73.68	25.40	18.42	63	38
2	38.60	19.35	50.88	61.29	*	19.35	57	62
3	50.00	48.98	42.11	40.82	*	10.20	38	49
4	57.14	50.00	*	30.56	*	19.44	28	36
5	68.42	64.29	*	21.43	*	14.29	38	28
All Grades	44.03	30.47	38.06	49.61	17.91	19.92	268	256

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	65.91	67.44	27.27	32.56	44	43
1	*	10.53	36.51	39.47	57.14	50.00	63	38
2	21.05	1.61	35.09	51.61	43.86	46.77	57	62
3		0.00	42.11	55.10	57.89	44.90	38	49
4	*	8.33	64.29	58.33	*	33.33	28	36
5	*	7.14	76.32	57.14	*	35.71	38	28
All Grades	9.70	3.91	50.37	54.69	39.93	41.41	268	256

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	45.45	41.86	38.64	58.14	44	43
1	*	0.00	26.98	50.00	65.08	50.00	63	38
2	*	1.61	59.65	72.58	28.07	25.81	57	62
3	*	8.16	63.16	71.43	31.58	20.41	38	49
4	*	19.44	57.14	66.67	*	13.89	28	36
5	44.74	7.14	47.37	71.43	*	21.43	38	28
All Grades	17.16	5.47	48.13	62.89	34.70	31.64	268	256

Conclusions based on this data:

1. Due to the change in assessments used, we do not have data from 2018 - 2019 to compare.
2. Due to the pandemic, we do not have scores from Spring of 2020.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
465	93.5	54.6	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	254	54.6
Foster Youth	3	0.6
Homeless	10	2.2
Socioeconomically Disadvantaged	435	93.5
Students with Disabilities	30	6.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	9.7
American Indian	2	0.4
Asian	11	2.4
Filipino	6	1.3
Hispanic	313	67.3
Two or More Races	17	3.7
Pacific Islander	12	2.6
White	14	3.0





Conclusions based on this data:

1. Our enrollment by ethnicity remains fairly constant over the past few years.
2. Due to our high percent of Free and Reduced lunch students, we must continue to provide the academic and emotional support to all of our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 841 537">Red</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1263 506 1320 537">Red</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Yellow</p>		

Conclusions based on this data:

1. Our students academic performance is in the red / very low category.
2. While we are making academic progress in ELA and Math, we need to continue to provide best first instruction and continue school wide implementation of AVID.
3. Due to the pandemic, we do not have scores from Spring of 2020.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>76.3 points below standard</p> <p>Increased Significantly ++16.9 points 206</p>	<p>English Learners</p> <p>Orange</p> <p>77.8 points below standard</p> <p>Increased Significantly ++16.5 points 135</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>77.9 points below standard</p> <p>Increased Significantly ++15.4 points 197</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>121.1 points below standard</p> <p>Increased Significantly ++30.8 points 21</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 80 points below standard Increased Significantly ++217 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.9 points below standard Increased Significantly ++229 points 145	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard Increased Significantly ++175 points 100	12 points below standard Maintained -0.4 points 35	77.2 points below standard Increased Significantly ++213 points 66

Conclusions based on this data:

- While our students are still in the red / very low category, we are making progress.
- Due to the pandemic, we do not have scores from Spring of 2020.

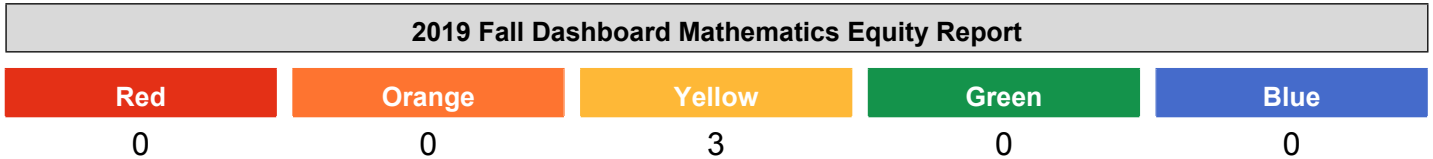
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 83 points below standard Increased ++12.6 points 206	<p>English Learners</p>  Yellow 81.3 points below standard Increased ++10.3 points 135	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Yellow 84.3 points below standard Increased ++11.5 points 197	<p>Students with Disabilities</p>  No Performance Color 127.1 points below standard Increased Significantly ++18.8 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100.8 points below standard Maintained -2.5 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 83.1 points below standard Increased ++10.8 points 145	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.4 points below standard Increased ++9.3 points 100	49.5 points below standard Increased ++6.4 points 35	91.7 points below standard Increased Significantly ++16.8 points 66

Conclusions based on this data:

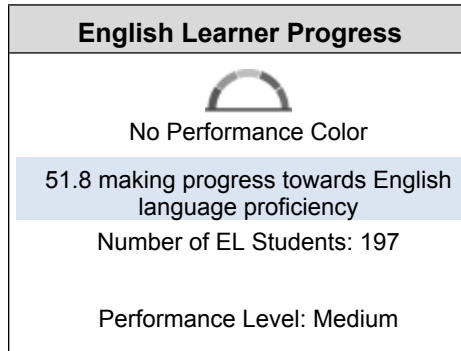
1. While our students are still in the red / very low category, we are making progress.
2. Due to the pandemic, we do not have scores from Spring of 2020.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7	30.4	2.5	49.2

Conclusions based on this data:

1. No data to compare.
2. Due to the pandemic, we do not have scores from Spring of 2020.

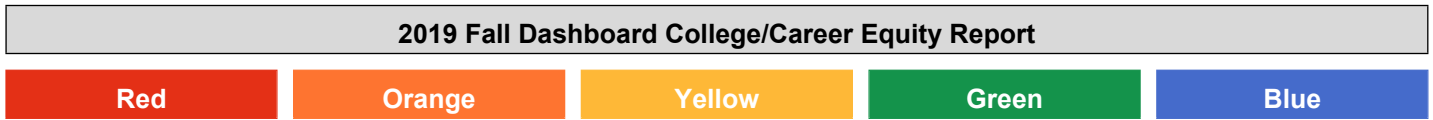
School and Student Performance Data

Academic Performance College/Career

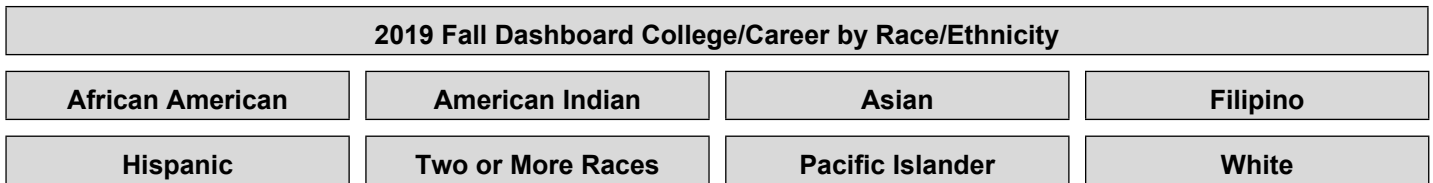
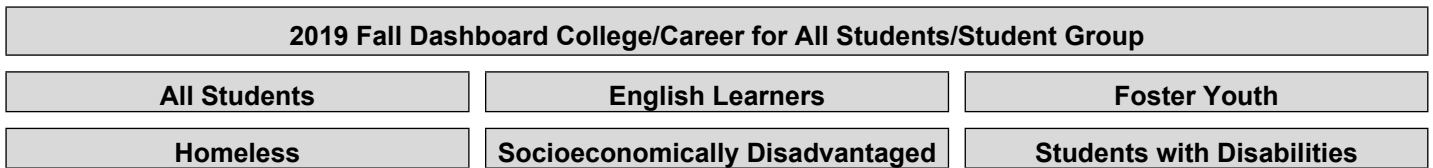
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



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

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

Conclusions based on this data:

1. As an Elementary school, we do not have access to or use this data.
2. We continue to focus on AVID strategies to support our students as they progress through school with the goal of graduating on time.

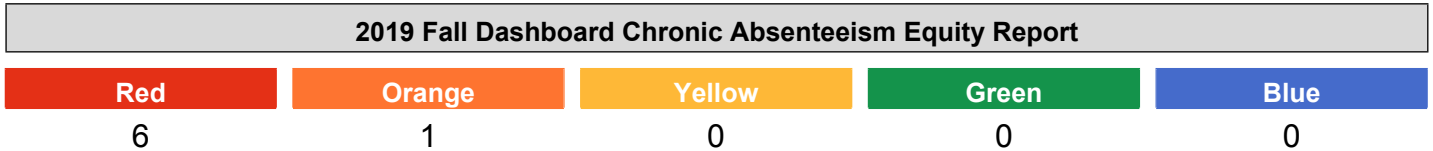
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>27.7</p> <p>Increased Significantly +4.7</p> <p>512</p>	<p>English Learners</p>  <p>Red</p> <p>16</p> <p>Increased Significantly +3.1</p> <p>287</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>Orange</p> <p>40.5</p> <p>Declined -16.3</p> <p>42</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>27.5</p> <p>Increased Significantly +4.2</p> <p>477</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>31.8</p> <p>Increased +3.2</p> <p>44</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 45.8 Increased +2.9 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Red 23.7 Increased Significantly +7.1 338	 Red 33.3 Maintained 0 51	 No Performance Color 40 Increased +6.7 15	 No Performance Color 52.6 Increased +7.8 19

Conclusions based on this data:

1. Our percent of chronic absenteeism continues to remain high. We will continue to work with our staff and Student Services to address chronic absenteeism.
2. We will continue to work with families to decrease the number / percent of students with chronic absences.
3. We will also work with the Student Services Department to provide support to families that have a high rate of absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

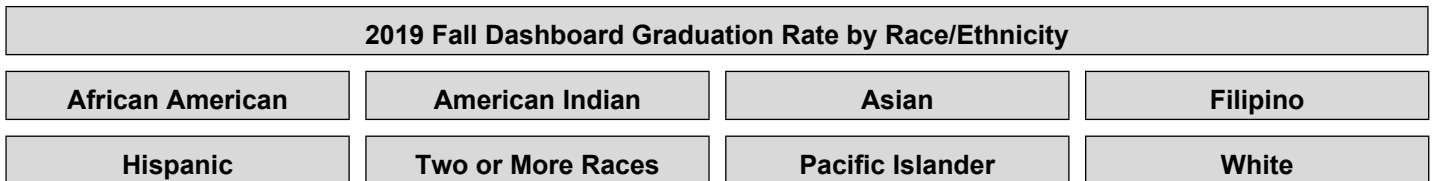
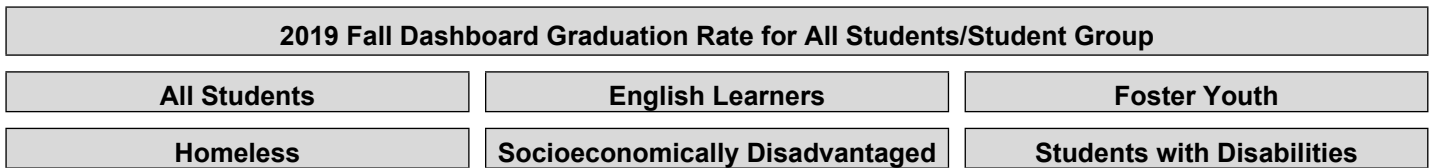
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

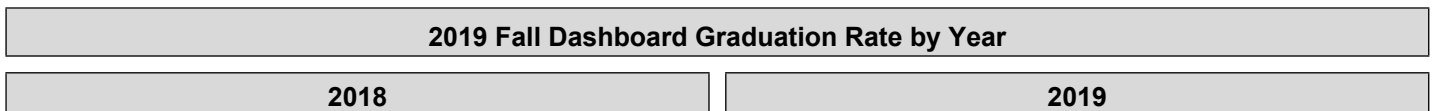
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. As an Elementary school, we do not have data on graduation rates.
2. We continue to focus on AVID strategies to support our students as the progress through school with the goal of graduating on time.

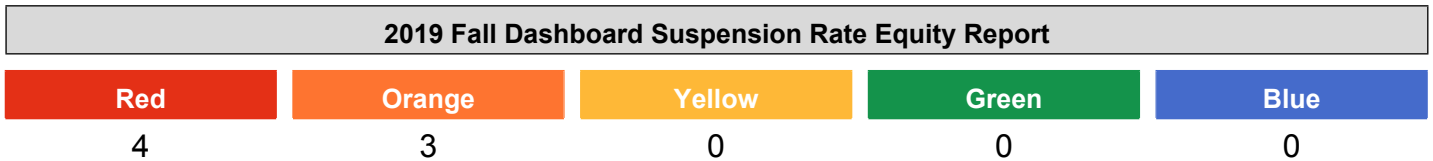
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 7.5 Maintained -0.2 532	<p>English Learners</p>  Orange 3.7 Maintained +0.1 294	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p>  Red 13 Increased +2.8 46	<p>Socioeconomically Disadvantaged</p>  Red 7.9 Maintained 0 491	<p>Students with Disabilities</p>  Red 25 Increased +2.1 44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 17.7 Declined -7.6 62	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +0.6 353	 Red 15.1 Increased +10.8 53	 No Performance Color 0 Declined -6.3 15	 No Performance Color 0 Declined -3.4 19

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
112 incidents / 481 students	7.7	7.5

Conclusions based on this data:

1. Our suspension rate has increased over the past 3 years. We will continue to provide support in the classroom and to focus on PBIS strategies to support all students.
2. We are working with the Mindful Life Project which has improved student behaviors and academic performance in similar schools. This will be our 2nd year with them.
3. We will continue to provide support to teachers to increase positive rewards in an effort to decrease negative student behaviors.

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 Performance

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

Provide resources and training to support full implementation of Common Core standards, utilizing strategies, technologies and research-based best practices to differentiate instruction to address the needs of all learners in a culturally responsive environment conducive to learning. This includes support, resources and Professional Learning opportunities for staff for continued implementation of Next Generation Science Standards as well as our Dual Language Program and AVID implementation.

Consistently and systematically use achievement data to analyze student progress toward learning goals in order to inform instructional decisions, and to identify learning opportunities inside and outside of the classroom.

Identified Need

In reviewing our scores from scores from Spring of 2019, we need to continue to provide opportunities for students to demonstrate proficiency in both ELA and Math standards. In order to achieve this, we have set the following goals:

Academic Improvement Outcomes:

Overall:

ELA increase from 2385 to 2405 mean scaled score points; Math increase from 2389 to 2410 scaled score points.

English Learners:

ELA increase from 2365 to 2390 mean scaled score points; Math increase from 2384 to 2410 scaled score points.

Low Income:

ELA increase from 2385 to 2405 mean scaled score points; Math increase from 2389 to 2410 scaled score points.

Special Education:

ELA increase from 2342 to 2360 mean scaled score points; Math increase from 2354 to 2380 scaled score points.

Overall:

Decrease the percentage of students performing at Tier III level based on the iReady #2 Diagnostic: ELA from 60% to 30%; Math from 56% to 20%

Increase the number of students performing at Tier I level based on the iReady #2 Diagnostic: ELA from 7% to 25%; Math from 5% to 25% (End of Year View)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 ELA CAASPP Overall	We made progress in all three grade levels and in specific subgroups.	Listed above
CSI Status	Based on our increase / improvements in Math and ELA scores, we were removed from CSI status in December of 2019.	

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 professional development and collaboration time for staff to address implementation of CCSS, language support strategies, EL support, Dual Language Program, AVID and integration of technology using response to intervention and Professional Learning Community modules to help address student learning needs through the use of technology.

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)
1250	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher release time
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies including technology
2074	LCFF Supplemental

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes costs
1000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures On / Off Site Professional Development, in person or virtually
7500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies including technology
3500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Purchase books, supplemental materials and other instructional resources (software, apps, subscriptions, etc.) to support CCSS implementation as well as academic support in math, science (NGSS) and Social Studies.

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)
500	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies
2500	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Accelerated Reader, RAZ Kids, and other online applications / programs
16500	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies iReady
750	LCFF Supplemental 4000 - 4999 Books and Supplies

	Purchase supplemental texts, subscriptions, online programs, etc.
500	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies
5000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies
3500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Provide necessary technology equipment and services for students and staff in order to meet the needs of all learners with the intention of having 1-to-1 devices 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)
20000	Title I (3070) 4000 - 4999 Books and Supplies Chromebooks, iPads, and other technology devices.
5000	Title I (3070) 4000 - 4999 Books and Supplies Carts / lockers to securely store devices
1750	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase / replace technological devices.
7500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies including technology
3500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Provide materials, supplies, and Professional Development necessary to implement effective instructional strategies as we continue implementation of our AVID program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1750	Title I (3070) 4000 - 4999 Books and Supplies Classroom supplies
1750	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom supplies
1500	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies AVID materials / supplies / books
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher release time
1000	LCFF Supplemental 4000 - 4999 Books and Supplies AVID materials / supplies / books
2000	19-20 Site Discretionary Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology
3500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Provide training and professional development for staff to increase the use of technology in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Teacher release time / Professional Development
1500	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Teacher release time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students
Dual Language, English Learners

Strategy/Activity

Provide materials, supplies, and Professional Development necessary to implement effective instructional strategies in our Dual Language program and to monitor and analyze the progress of English Learners and Redesignated-Fluent English Proficient (R-FEP) students utilizing inquiry-based methods to increase knowledge and improve technological skills of teaching staff in order to maximize opportunities for student achievement and address learning needs accordingly.

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)
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time
1250	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies
1250	Title I (3070) 4000 - 4999 Books and Supplies

	Materials and supplies
500	LCFF Supplemental 5900 Communications Parent communication
2461.50	19-20 Site Discretionary Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology
2500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies including technology
5000	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve student motivation for academic achievement through the explicit communication of learning goals and expectations and frequent tracking / monitoring of progress using technology to track and acquire data.

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)
2500	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Technology / devices / subscriptions
2500	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide / improve / secure equipment and furniture in order to provide students and staff with a clean, safe, productive, and innovative learning environment.

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)
750	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Furniture and equipment
500	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies
2500	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology
2500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies including technology

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a 'Roving Substitute' on an as needed basis to increase opportunities for teachers to attend meetings and conferences / workshops, and to provide support to students and teachers in the classroom and / or Social Success Center in an effort to maximize instructional 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)
5000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Roving substitute
5000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

	Substitute costs
5000	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute costs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire Program Specialist / Intervention Specialist (Academic and Behavioral) to support teachers and students in and outside of the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
65000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intervention Specialist
3500	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology to support Intervention Specialist

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize inquiry-based methods to increase knowledge and improve technological skills of teaching staff in order to maximizer opportunities for student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	LCFF Supplemental

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time
750	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Technology / devices
500	Title I (3070) 4000 - 4999 Books and Supplies Materials / Supplies
1500	19-20 Site Discretionary Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology
2117.25	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use data to analyze academic success of our English Learners and Special Education students and to provide interventions to support their growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
500	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Computer adapted instruction and assessment.
1250	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Technology

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide access to on and off campus activities / experiences / guest speakers (virtually or in person) to support and enrich learning in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1250

LCFF Supplemental
5800 Professional/Consulting Services and
Operating Expenditures
Guest speakers

1500

LCFF Supplemental
7000 - 7999 Other Outgo
Field trip costs (admission, transportation)

1000

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Substitutes for teachers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Celebrate, honor and recognize student achievement (academic, attendance, and behavior) through awards, assemblies and other ways of recognition.

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)

1250

LCFF Supplemental
5000 - 5999 Services and Other Operating
Expenditures (Excludes other 5000 series listed
below)

	Display cases / Purchase Orders
1250	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The funds allocated for AVID implementation served their purpose. We saw an increase in the number of teachers implementing AVID strategies in their classrooms. We saw major growth with the students that benefited from pull out support time with our Intervention Specialist. Additionally, with the implementation of a full-time roving substitute, we were able to provide consistency in our classrooms despite the lack of substitutes filling our vacant positions.

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

Due to the pandemic, we lost approximately a trimester of direct instruction. Our teachers entered in to the Distance Learning phase and made every effort to connect and provide instruction to all students.

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.

We will continue with the same goals in terms of supporting our students in meeting their academic goals and increasing the number / percent of students achieving at or above proficiency. Due to the pandemic, we will also focus on implementing and achieving this goal virtually through our Distance Learning model.

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

College and Career Ready

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

Provide training, materials, professional development and support to students, families and staff to foster a safe, positive, enriching and culturally responsive educational environment. Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to ensure a safe and orderly school environment by maintaining facilities and the appearance of the school site building and grounds as well as classroom appearance and furniture to promote a positive and welcoming school environment.

Identified Need

Bel Air has one of the highest suspension rates in the district. While our suspension rate is decreasing, we need to continue to provide support, programs, and positions to ensure the social emotional success of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 - 2019 Aeries Data	Decreased the number of suspensions from 7.7% to 7.5%.	Continue to decrease the number of suspensions by using other means of correction.
	Our overall suspension rate maintained but we saw a decrease of 7.6% with our African-American students.	Decrease rate of suspensions overall by at least 15% with a focus on our African-American subgroup.

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 training, professional development, and access to outside organizations / speakers / programs for staff members that support culturally relevant teaching, student safety, bullying prevention, conflict resolution, and character development (Child Abuse Prevention, Mindful Life Project, and others to be determined) with the purpose gaining knowledge and experience as it relates to supporting at-risk students. Provide professional Development that support culturally relevant teaching, student safety, bullying prevention, conflict resolution, and character development (Child Abuse Prevention and others to be determined). Purchase materials / supplies / supplemental texts, etc and support these goals as well.

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)
500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release Time
500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes
1000	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Increase safety and security by providing technology and devices for improved communication.

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)
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Walkie-talkies, cameras, and other security measures.

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

Recognize and celebrate students with improved attendance, positive behavior and increased academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies
750	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Provide additional campus supervision throughout the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Increase Noon Supervisor hours / number of positions
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies (vests, etc)

500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Training / Professional Development
7750	19-20 LCFF Supplemental Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Hire / increase Noon Supervisor hours / position

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

Provide access to off campus activities / experiences to support and enrich learning in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Field trip transportation and admission,

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

Provide additional security tools / measures / technology to ensure the safety of all students, family members, and staff.

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)
1500	LCFF Supplemental 7000 - 7999 Other Outgo

	Cameras
1250	LCFF Supplemental 7000 - 7999 Other Outgo Fencing / Gates
7500	19-20 LCFF Supplemental Carryover 7000 - 7999 Other Outgo Security measures (fencing, cameras, materials, supplies)
10352.70	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and supplies including technology as well as Security measures (fencing, cameras, materials, supplies)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support a positive, culturally responsive and engaging school climate, utilizing research-based best practices in identifying and addressing areas of need. Purchase materials and supplies that support and recognize the diversity of our 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)
1000	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
2500	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies (Scholastic, etc.).
500	19-20 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies including technology

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a safe and welcoming environment for all students and families to increase attendance and academic performance.

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)

500

Title I (3070)
4000 - 4999 Books and Supplies
Materials and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide direct support services to at-risk students (e.g. counseling, social skills groups) to improve social-emotional health of identified subgroups and their families.

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)

2500

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries
(Includes 3000-3999 Benefits)
Funding for additional personnel (counselors,
psychologists, interns, Foster Youth, etc).

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide materials, supplies, and Professional Development necessary to implement effective instructional strategies as we continue implementation of our AVID program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom Supplies
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher release time

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve student and staff morale by providing upgrades and enhancements to our facilities, grounds, classrooms and office space.

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)
7500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials, supplies, classroom / office / staff work space upgrades
1500	19-20 Site Discretionary Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Multi Use Room Upgrades
2500	19-20 LCFF Supplemental Carryover 5800 Professional/Consulting Services and Operating Expenditures Furniture, materials, supplies, classroom / office / staff work space upgrades

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use data to analyze the social-emotional, behavioral and academic needs of identified subgroups, and develop a plan for addressing barriers to success.

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)
500	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Technology / devices
500	LCFF Supplemental 5900 Communications Subscriptions

Annual Review

SPSA Year Reviewed: 2019-20

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.

Noon Supervisor The hours were increased and we allocated funds to support our PBIS program. The overall suspension rate decreased from last year but it still remains high.

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

The funds that were allocated for positions to support student behavior and their social emotional success proved to be beneficial.

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.

We will continue to fund additional hours for our Noon Supervisors. Additionally, we have partnered with the Mindful Life Project to provide student and staff support inside and outside of the classroom.

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

Parent / Community Involvement

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to keep families and community members informed of school events and activities and to share community building and information, such as responsible use of technology, through a variety of technology resources.

Identified Need

Parent Involvement has decreased over the past year due to a variety of factors. We no longer have a PTA and our ELAC didn't get the attendance / support we had hoped for. In order for Bel Air students to be successful, we need to continue to focus on building strong relationships with our parents and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation at Back-to-School Night, Conferences, etc.	Last year, we had approximately 50 - 60% of our families showing up for these events. This year, because of the pandemic, we are finding it harder to connect with families and our participation rate has decreased.	We will continue to reach out to families, update their contact information and ensure that we are in constant communication with our students and their families. Our goal is to increase our parent participation rate to at least 80% as identified by sign in sheets and / or Zoom participation.

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

Improve communication to inform families of school activities and student progress by way of fliers and electronic communication (i.e. Twitter, Slide show in main office, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
750	Title I (3070) 5900 Communications Materials and supplies
1099	Title I (3070) 5900 Communications Print shop / postage
245.93	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Materials and supplies including technology

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

Schedule parent workshops (Spanish and English) and / or informal parent gatherings with administration to celebrate success and discuss / address concerns. Due to the pandemic, these meetings will be held virtually.

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)
500	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
750	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies
750	Title I (3070) 5900 Communications

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Hire additional personnel (bilingual preferred) to provide a welcoming environment and help provide improved service to students and the school community.

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)**

18700

Title I (3070)
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Increase CSA hours

2602

Title I Parent Engagement (3068)
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Increase CSA Hours**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

Assess and address barriers to regular student attendance (e.g. proper clothing, transportation, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

1000

Title I (3070)
2000 - 2999 Classified Personnel Salaries
(Includes 3000-3999 Benefits)
Extra pay for CSA past regular hours

500

Title I (3070)

5900 Communications
Postage / print shop

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low Income Pupils

Strategy/Activity

Provide funding to supplement fingerprinting costs to increase participation rate of families in parent education and school-related events.

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)

1000

Source(s)

Title I (3070)
5800 Professional/Consulting Services and
Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Schedule regular meetings with parents of English Learners (ELAC) to engage in dialogue with a goal of improving English Learner re-designation rates and overall achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I (3070)
5900 Communications
Postage / print shop

500

Title I (3070)
4000 - 4999 Books and Supplies
Materials and supplies

Annual Review

SPSA Year Reviewed: 2019-20

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.

We are committed to building strong partnerships with our families and community members to provide support to all of our students,

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

While we are continually focused on parent engagement and involvement, this year we have created a separate goal aimed at improving these relationships.

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.

Funds were allocated last year to support family engagement / involvement and those amounts and funding sources are reflected in this goal.

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$317,785.13

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
19-20 CSI (3282)	\$21,000.00
19-20 LCFF Supplemental Carryover	\$41,995.93
19-20 Site Discretionary Carryover	\$4,461.50
19-20 Title I (30700)	\$41,852.70
LCFF Supplemental	\$79,074.00
Title I (3070)	\$126,799.00
Title I Parent Engagement (3068)	\$2,602.00

Subtotal of state or local funds included for this school: \$317,785.13

Total of federal, state, and/or local funds for this school: \$317,785.13

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
Site Discretionary	22,944.00	22,944.00
LCFF Supplemental	85,824.00	6,750.00
Title I Parent Engagement (3068)	2,602.00	0.00
Title I (3070)	131,049.00	4,250.00
19-20 Site Discretionary Carryover	7,461.50	3,000.00
19-20 LCFF Supplemental Carryover	45,745.93	3,750.00
19-20 Title I (30700)	49,352.70	7,500.00
19-20 CSI (3282)	23,117.25	2,117.25

Expenditures by Funding Source

Funding Source	Amount
19-20 CSI (3282)	21,000.00
19-20 LCFF Supplemental Carryover	41,995.93
19-20 Site Discretionary Carryover	4,461.50
19-20 Title I (30700)	41,852.70
LCFF Supplemental	79,074.00
Title I (3070)	126,799.00
Title I Parent Engagement (3068)	2,602.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	90,824.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	62,052.00
4000 - 4999 Books and Supplies	138,310.13

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	7,250.00
5800 Professional/Consulting Services and Operating Expenditures	5,000.00
5900 Communications	4,099.00
7000 - 7999 Other Outgo	10,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000 - 4999 Books and Supplies	19-20 CSI (3282)	21,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	19-20 LCFF Supplemental Carryover	7,750.00
4000 - 4999 Books and Supplies	19-20 LCFF Supplemental Carryover	26,745.93
7000 - 7999 Other Outgo	19-20 LCFF Supplemental Carryover	7,500.00
4000 - 4999 Books and Supplies	19-20 Site Discretionary Carryover	4,461.50
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	19-20 Title I (30700)	5,000.00
4000 - 4999 Books and Supplies	19-20 Title I (30700)	35,352.70
5800 Professional/Consulting Services and Operating Expenditures	19-20 Title I (30700)	1,500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	20,824.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	32,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	18,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	2,500.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	2,500.00
5900 Communications	LCFF Supplemental	500.00
7000 - 7999 Other Outgo	LCFF Supplemental	2,750.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	65,000.00

2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	19,700.00
4000 - 4999 Books and Supplies	Title I (3070)	32,750.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	4,750.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	1,000.00
5900 Communications	Title I (3070)	3,599.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	2,602.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	209,035.50
Goal 2	79,102.70
Goal 3	29,646.93

School Site Council Membership

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

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

Name of Members	Role
Robert Hunphrey	Principal
Kim Amigh	Classroom Teacher
Brenda Buenas	Classroom Teacher
Ellen Edwards	Classroom Teacher
Melanie Bynum	Parent or Community Member
Blanca Ochoa	Parent or Community Member
Leonora Bennett	Parent or Community Member
Massiel Plascencia	Parent or Community Member
Parent - Vacant	Parent or Community Member
Other School Staff	Other School Staff

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
TBD	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 11/10/2020.

Attested:

	Principal, Robert Humphrey on 11/10/2020
	SSC Chairperson, Robert Humphrey on 11/10/2020

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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