

School Year:

2023-24

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
Steele Lane Elementary School's	49 70912 6052195	5/25/23	6/8/2022

Contact Person: Amber Williams

Position: Principal

Phone Number: 707-890-3945

Address: 301 Steele Lane
Santa Rosa, CA 95403-3148

E-mail Address: awilliams01@srcs.k12.ca.us

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

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 goals of our schoolwide plan are carefully crafted based on a variety of factors, including multi-measure assessment data, valuable input from stakeholders, and alignment with SRCS District LCAP goals, as well as our school's mission and vision. This

comprehensive approach ensures that our goals are meaningful, relevant, and in line with the aspirations and needs of our entire school community.

Educational Partner 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

We actively foster meaningful collaboration with parents and community members, valuing their input and feedback in assessing school progress and shaping our school plan. This collaborative effort takes place through various channels, including ELAC, SSC, and staff meetings.

To enhance communication, we have implemented ParentSquare, a new platform that facilitates instant translation of messages into recipients' preferred languages. This has led to an increase in valuable feedback from parents, enabling us to make necessary adjustments to our School Plan for Student Achievement (SPSA) accordingly.

During the 2022-2023 school year, SSC, ELAC, and staff evaluated Title 1 activities in March/April and May. The SSC will convene on May 24th to review and approve the current SPSA, with ongoing meetings scheduled throughout the 2023/2024 school year.

Throughout the 2023/2024 school year, both SSC and ELAC will convene monthly to review and make necessary adjustments to the SPSA. Additionally, staff meetings will be held twice a month to periodically review the SPSA as required.

Resource Inequities – Required for CSI / ATSI

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

We have identified resource inequities through a comprehensive analysis of demographic information data, Youth Truth survey results, EL Needs Assessment, and valuable feedback gathered during SSC, ELAC, PFO, and Staff Meetings.

As a result, there is a pressing need for in-depth data analysis to inform our planning and collaborative efforts in implementing the next steps. Furthermore, specific professional learning opportunities are required to enhance our understanding of strategy implementation and system processes.

To effectively implement intervention strategies, it is essential to address the need for dedicated resources such as time, qualified personnel, and appropriate materials.

Lastly, consistent progress monitoring, constructive feedback, and ongoing support for all stakeholders are crucial in ensuring sustained growth and improvement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.9%	1.89%	2.12%	7	7	8
African American	3.0%	2.70%	2.12%	11	10	8
Asian	3.6%	3.51%	2.91%	13	13	11
Filipino	1.1%	1.35%	0.53%	4	5	2
Hispanic/Latino	71.8%	74.32%	76.72%	262	275	290
Pacific Islander	1.1%	1.08%	0.79%	4	4	3
White	14.5%	11.89%	11.38%	53	44	43
Multiple/No Response	3.0%	2.16%	3.44%	11	8	13
Total Enrollment				365	370	378

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	57	71	80
Grade 1	46	47	66
Grade 2	50	48	44
Grade3	43	50	43
Grade 4	53	42	46
Grade 5	57	57	43
Grade 6	59	55	56
Total Enrollment	365	370	378

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	173	206	223	47.4%	55.7%	59.0%
Fluent English Proficient (FEP)	55	42	30	15.1%	11.4%	7.9%
Reclassified Fluent English Proficient (RFEP)	14	33	22	8.1%	13.8%	9.0%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
370	62.7	55.7	0.3
Total Number of Students enrolled in Steele Lane Elementary School's.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	55.7
Foster Youth	1	0.3
Homeless	9	2.4
Socioeconomically Disadvantaged	232	62.7
Students with Disabilities	67	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7
American Indian	7	1.9
Asian	13	3.5
Filipino	5	1.4
Hispanic	275	74.3
Two or More Races	8	2.2
Pacific Islander	4	1.1
White	44	11.9

Conclusions based on this data:

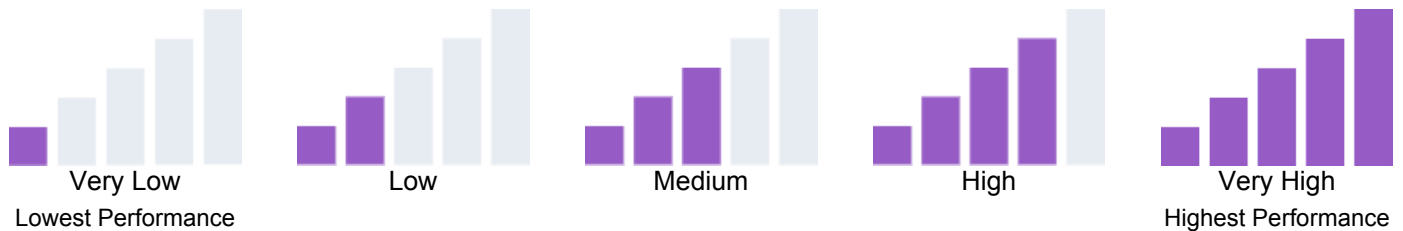
1. We will persist in our efforts to bolster the implementation of Multi-Tiered System of Supports (MTSS) to address a wide range of diverse needs effectively.
2. We will actively connect families with essential supports such as shelters, the Integrated Wellness Center, and the Redwood Empire Food Bank to assist them in navigating the ongoing challenges faced by our community in the aftermath of the past five years.
3. We will collaborate with ELAC to generate innovative approaches in engaging our English Learner (EL) population and establishing stronger connections between language learner families and the school community.

School and Student Performance Data

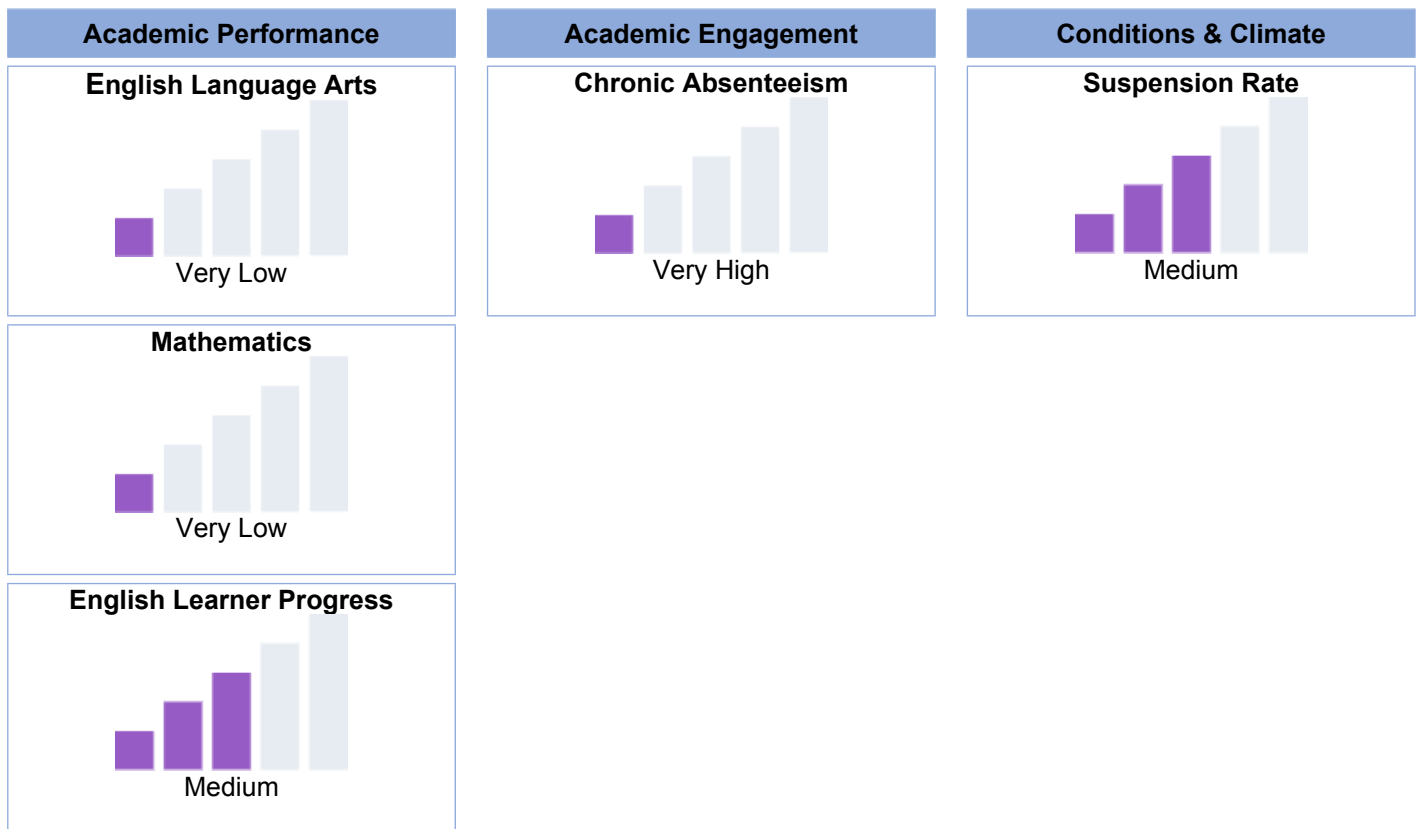
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We will leverage the expertise of our Teacher on Special Assignment (TOSA) and reading specialist to provide valuable support to teachers in effectively implementing our standards-based curriculum for reading and math.
2. Our absenteeism is still too high. We need to work closely with our re-engagement team this year to quickly contact families to ensure access to remote learning. We will need to assess families' needs and support them so they will

continue to attend school. This will include connecting them to community supports in areas of food, shelter, and counseling services to ensure students can attend and focus on their learning.

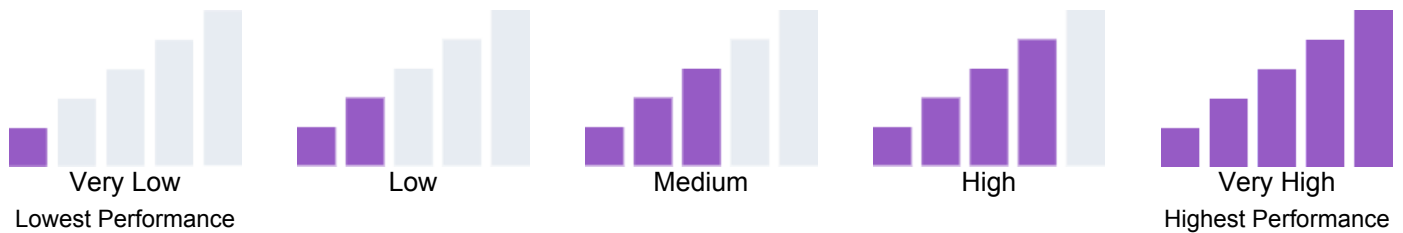
3. We acknowledge that our absenteeism rate remains high, and it is imperative that we collaborate closely with our re-engagement team this year. Our priority will be to promptly reach out to families and ensure their access to remote learning. We will assess the needs of these families and provide support to facilitate their continued attendance. This support includes connecting them to community resources in areas such as food, shelter, and counseling services, enabling students to attend school and concentrate on their learning effectively.

School and Student Performance Data

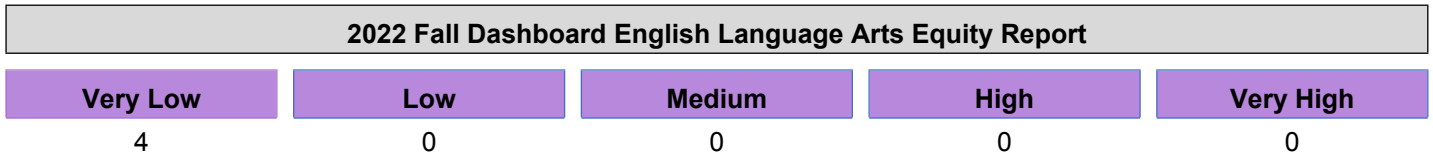
Academic Performance English Language Arts

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

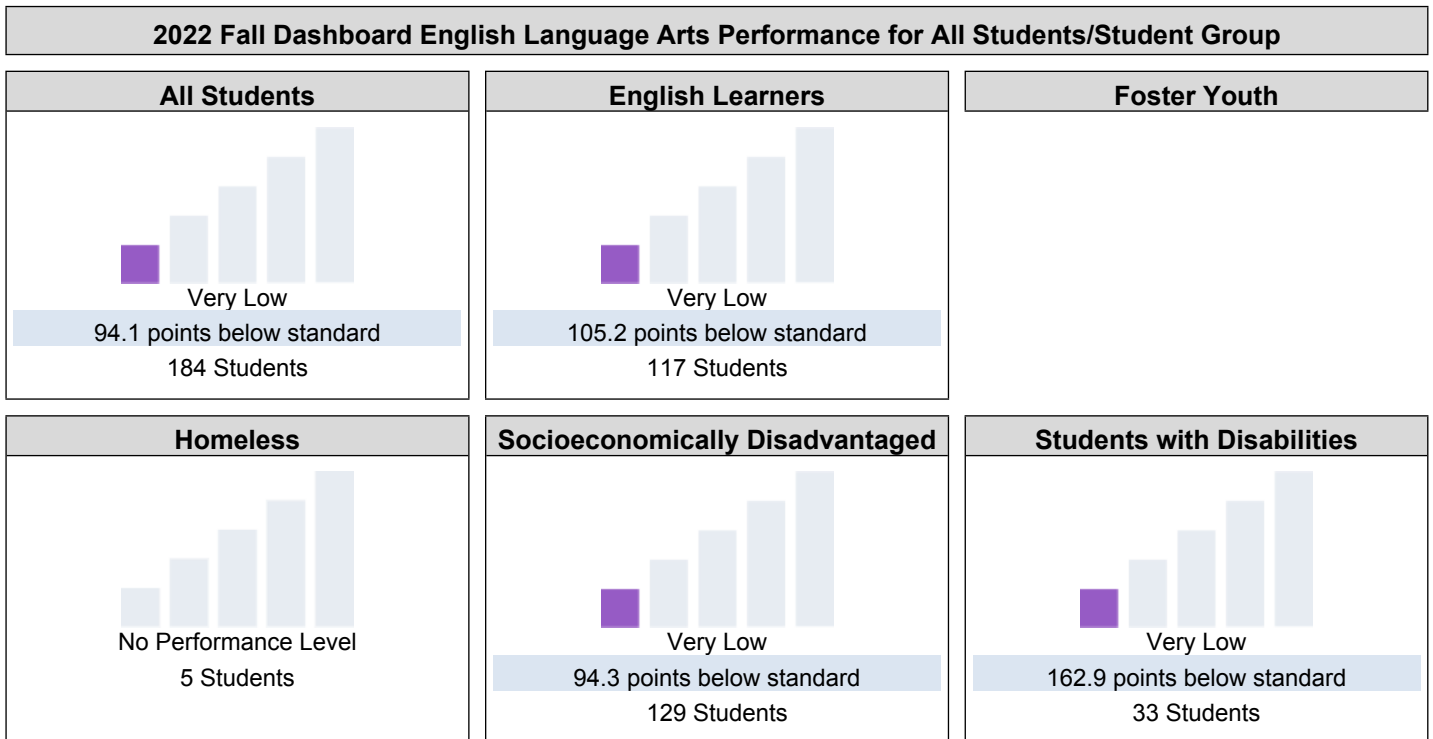
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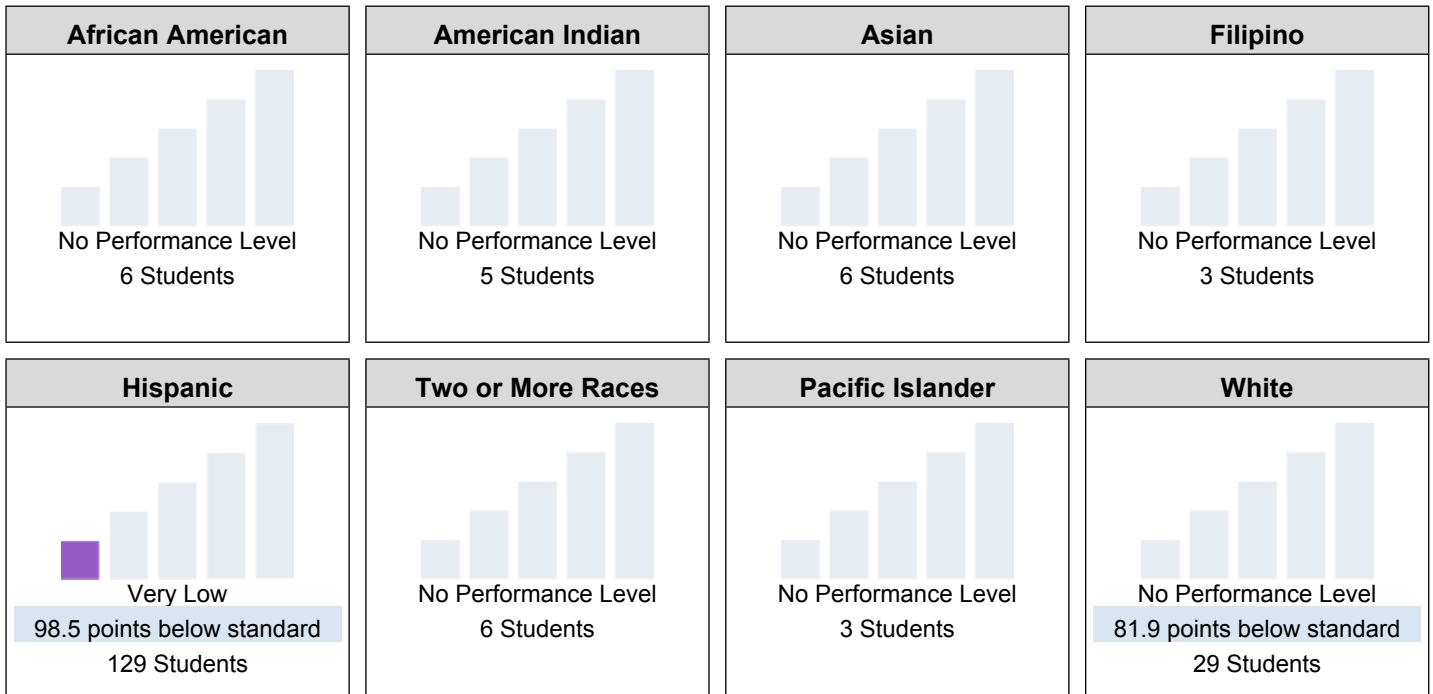
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.7 points below standard	48.6 points below standard	93.4 points below standard
86 Students	31 Students	59 Students

Conclusions based on this data:

- As mentioned earlier, our SBAC scores in English Language Arts remain unsatisfactory. To address this, we will intensify our interventions and strive to reduce the size of our intervention groups whenever feasible, allowing for more personalized support. We will achieve this by leveraging instructional aides, organizing small groups, utilizing the expertise of our TOSA and reading specialists, and incorporating supplemental programs in addition to our existing curriculum.
- In order to enhance comprehension levels and promote greater rigor among our students, we recognize the need to establish more rigorous standards and provide additional supports for learning at home. To facilitate this, we will allocate continued funding for a dedicated reading specialist who will focus on assisting students who are facing the most significant challenges.

Furthermore, we will prioritize the implementation of Depth of Knowledge (DOK) Levels 3 and 4 rigor for our 3rd-6th grade students. This heightened focus on higher-order thinking skills will foster greater depth and complexity in their learning experiences.

To encourage reading outside the classroom, we will supply students with materials that they can take home. By increasing opportunities for reading at home, we aim to cultivate a reading culture and further develop their skills and engagement with texts.

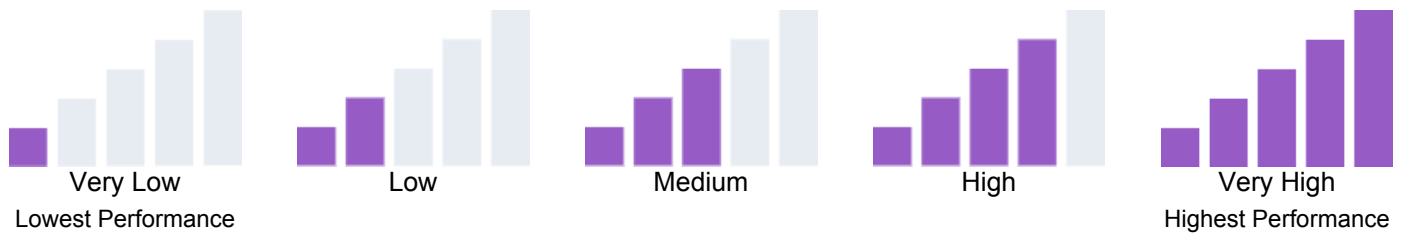
3. We will persist in providing ongoing training in various instructional programs such as Wonders, Lucy Calkins Writing Workshop, Collaborative Curriculum Design (CCD) units of study for ELA, and GLAD strategies. Additionally, we will establish a support system for each new teacher by connecting them with our Teacher on Special Assignment (TOSA). The TOSA will work closely with them to ensure a comprehensive understanding of the curriculum and successful implementation.

School and Student Performance Data

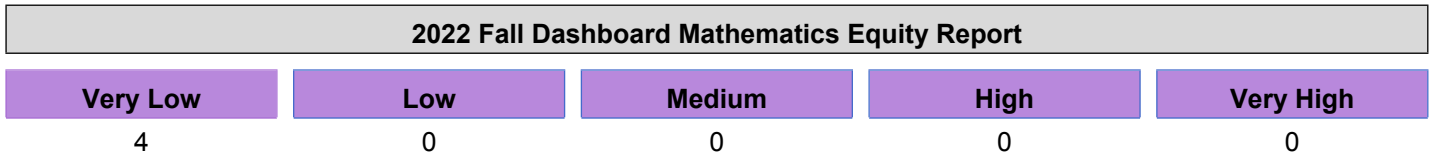
Academic Performance Mathematics

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

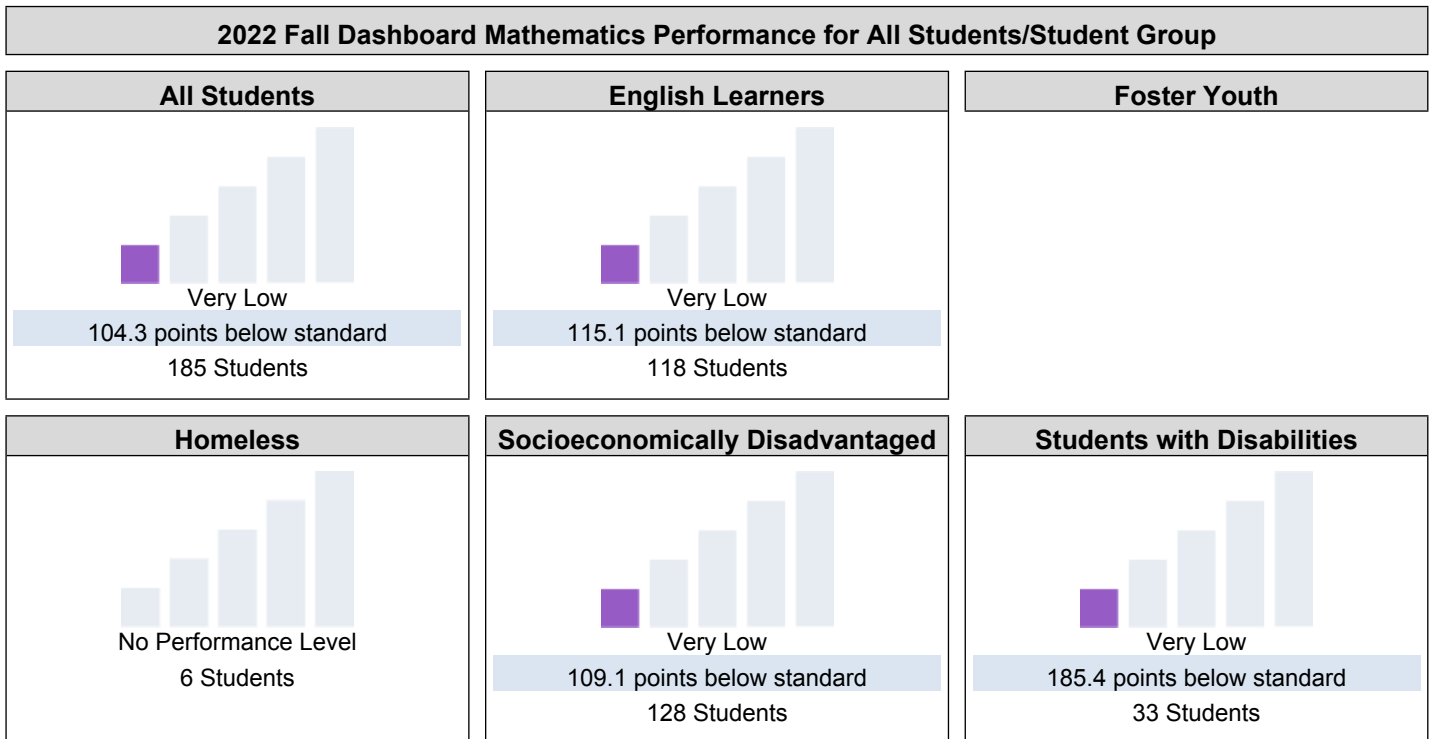
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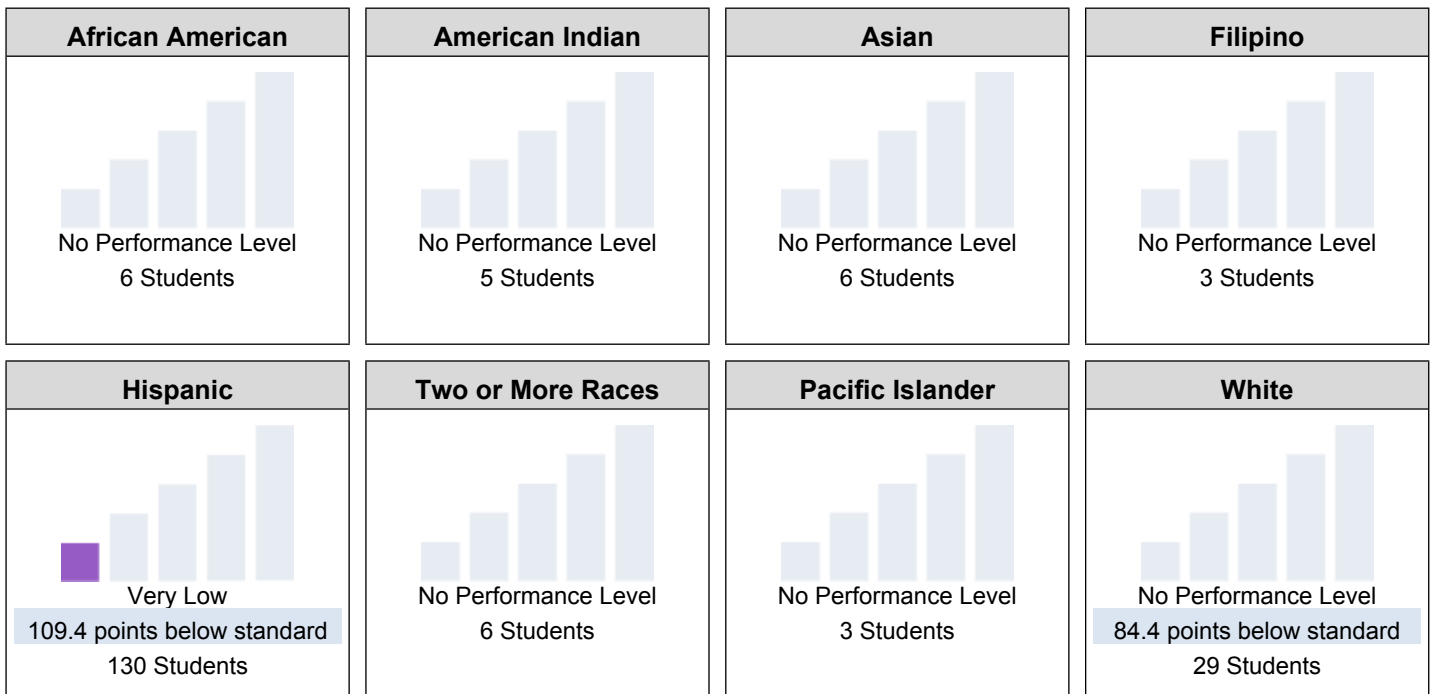
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.7 points below standard 88 Students	81.0 points below standard 30 Students	98.6 points below standard 59 Students

Conclusions based on this data:

1. We will continue the implementation of our adopted math curriculum, aiming to foster a shared understanding of mathematical concepts and support the progression of skills through spiraling instruction.
2. We will prioritize dedicated collaborative time to review math assessments, with the goal of aligning K-6 instruction and emphasizing Essential Standards. This collaborative effort will ensure a cohesive and consistent approach to teaching mathematics across grade levels.
3. As a staff and within grade levels, we will consistently engage in data analysis to support enhanced student achievement. This will involve employing visualizing and problem-solving techniques to gain deeper insights into student performance and identify areas for improvement.

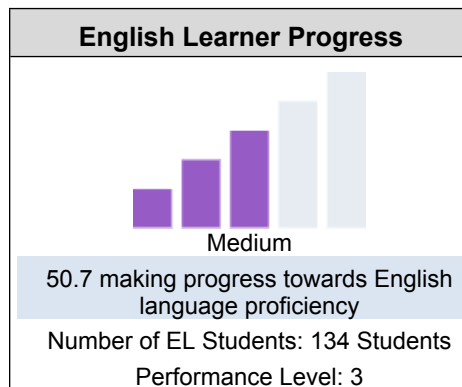
School and Student Performance Data

Academic Performance English Learner Progress

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.9%	37.3%	0.7%	50.0%

Conclusions based on this data:

1. We will persist in fortifying the implementation of our English Language Development (ELD) curriculum and foundational skills curriculum. This ongoing effort aims to enhance the effectiveness and impact of these instructional frameworks on student learning and development.
2. We will strive to differentiate instruction across all curricular areas. By tailoring our teaching methods to meet the diverse needs of our students, we aim to provide a more personalized and effective learning experience for each individual.
3. We are committed to ensuring that all teachers receive comprehensive training in integrated English Language Development (ELD) GLAD Strategies. Moreover, we will ensure that teachers effectively implement these strategies in their instructional practices, fostering language acquisition and academic growth among all students.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

- 1.

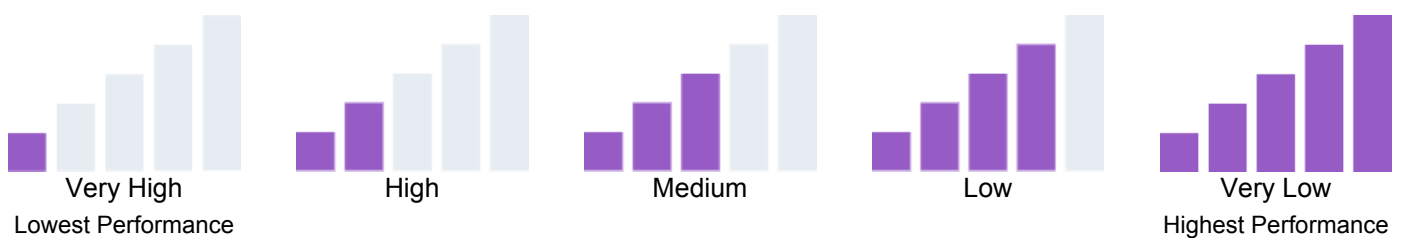
School and Student Performance Data

Academic Engagement Chronic Absenteeism

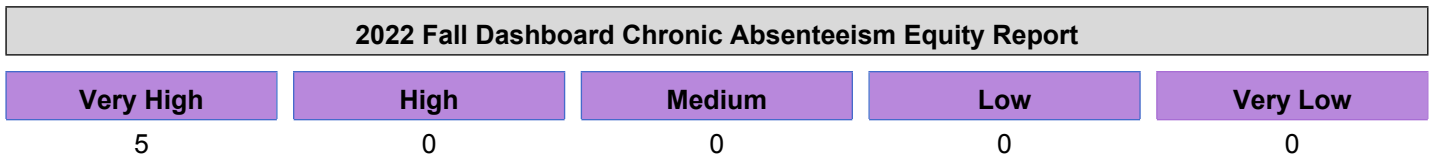
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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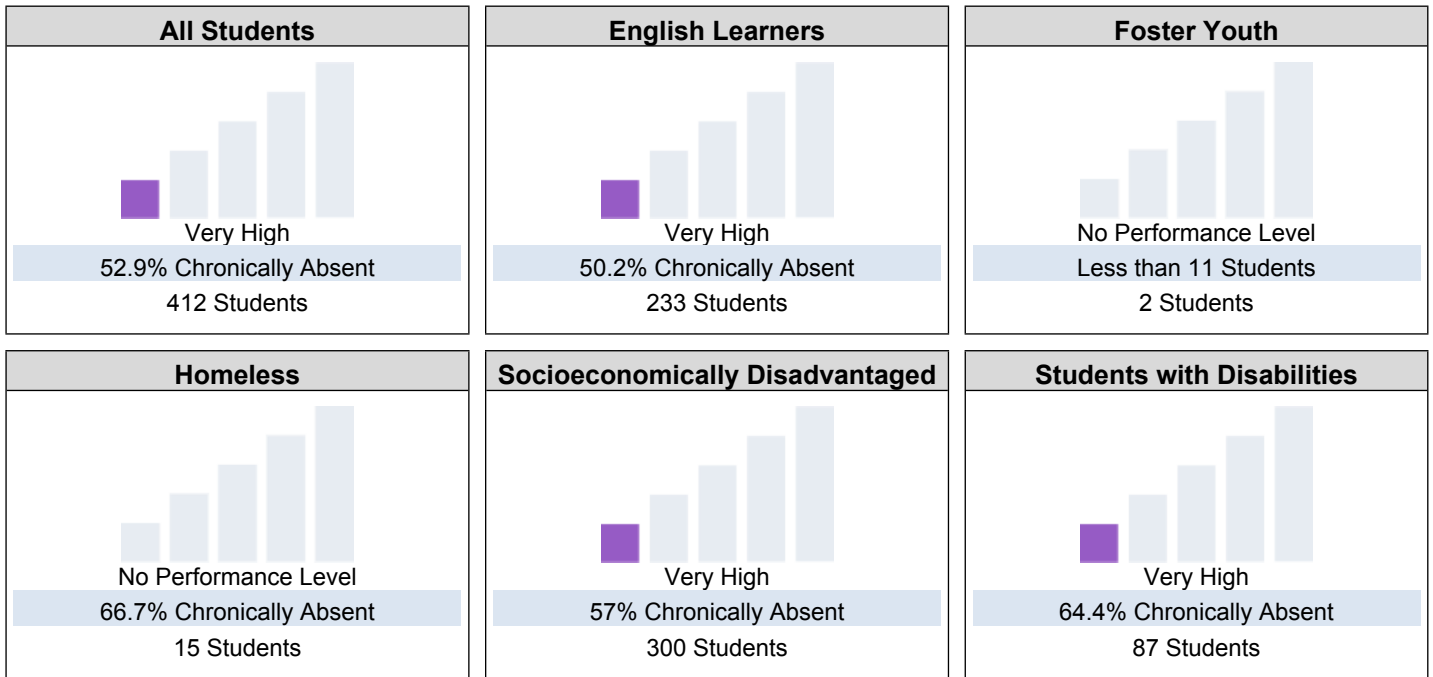


This section provides number of student groups in each level.

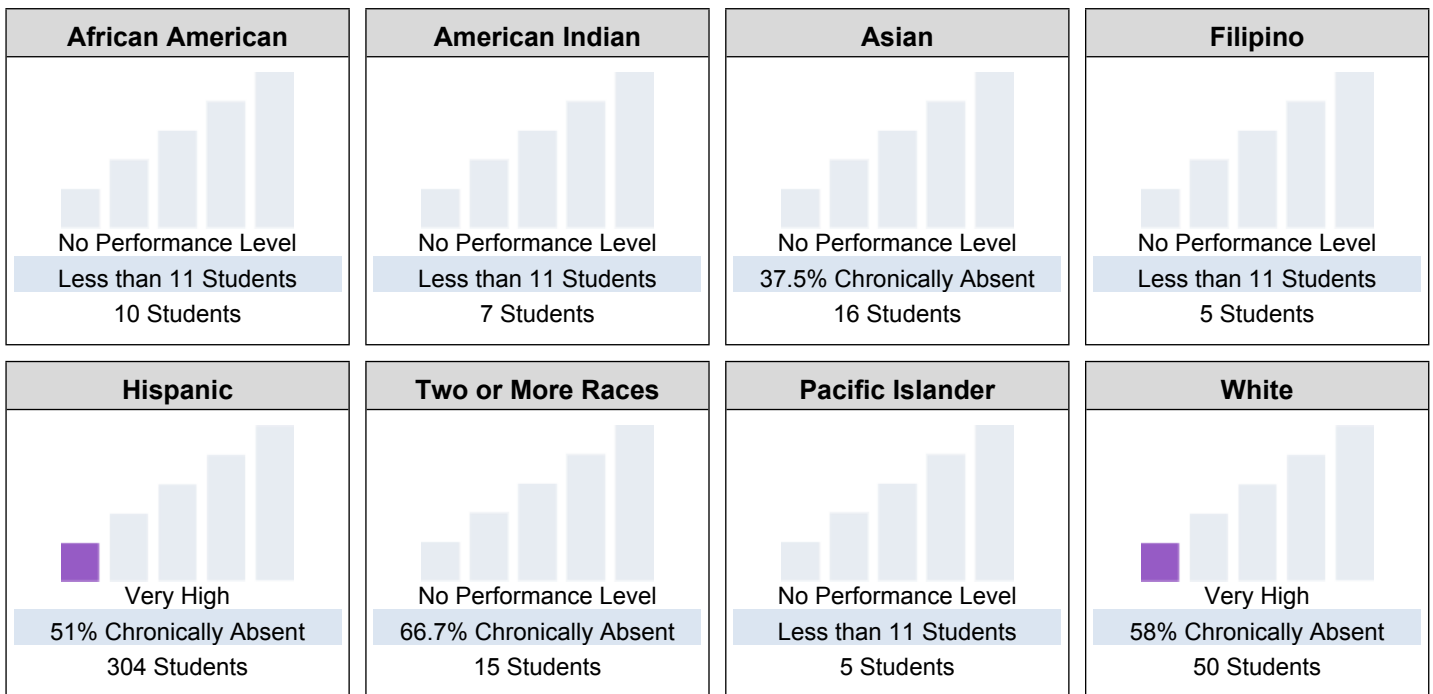


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Addressing chronic absenteeism requires a multifaceted approach that involves collaboration among educators, families, and the broader school community. By raising awareness about the importance of regular attendance, providing targeted interventions, and offering support to students and families, we can begin to make a positive impact. Through our collective efforts, we are confident in our ability to reduce chronic absenteeism and create an environment where every student feels valued, engaged, and motivated to attend school consistently.
2. Recognizing the significant number of students facing chronic absenteeism, our school is committed to taking proactive measures to address this challenge. By implementing attendance improvement initiatives, fostering strong relationships with families, and offering tailored interventions, we aim to create a positive attendance culture. We

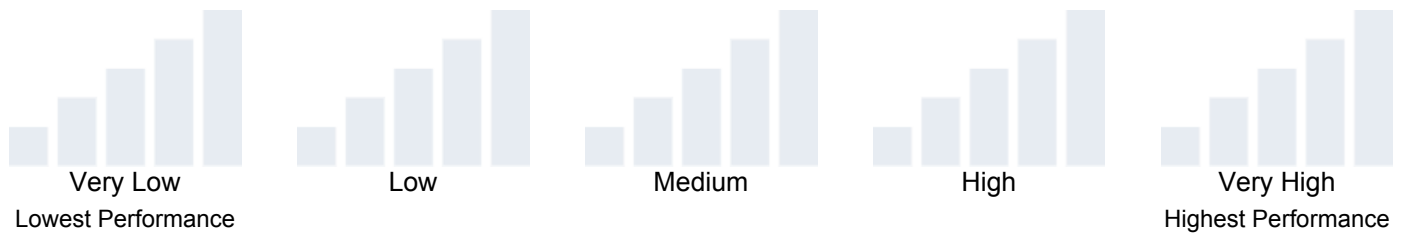
believe that consistent attendance is vital for academic success and personal growth. Together, we will continue to prioritize attendance and work towards reducing chronic absenteeism, ensuring that all students have the opportunity to reach their full potential.

3. As we reflect on the issue of chronic absenteeism among our student body, it becomes clear that targeted strategies and collaborative efforts are essential to effect meaningful change. By leveraging data analysis, implementing early intervention programs, and establishing strong partnerships with families, we are dedicated to improving attendance rates. We understand that regular school attendance lays the foundation for academic achievement and social-emotional well-being. Through ongoing support and a shared commitment to student success, we are confident in our ability to reduce chronic absenteeism and create a supportive environment where every student can thrive.

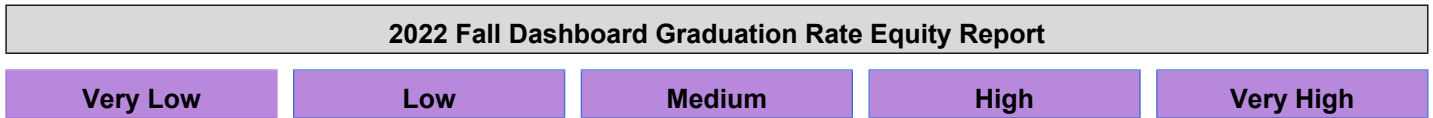
School and Student Performance Data

Academic Engagement Graduation Rate

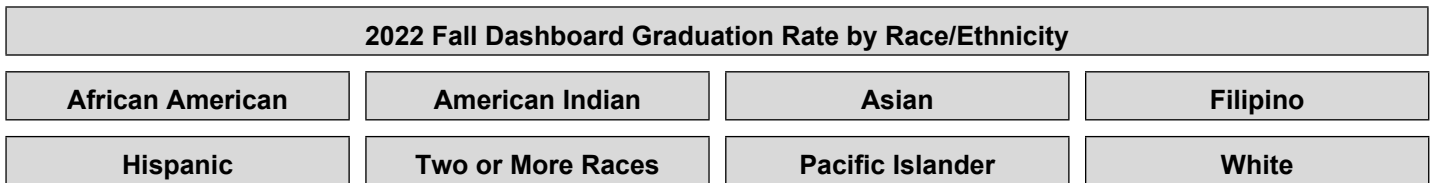
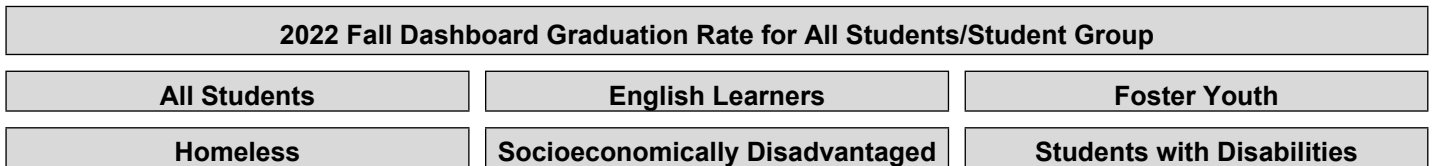
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This section provides number of student groups in each level.



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



Conclusions based on this data:

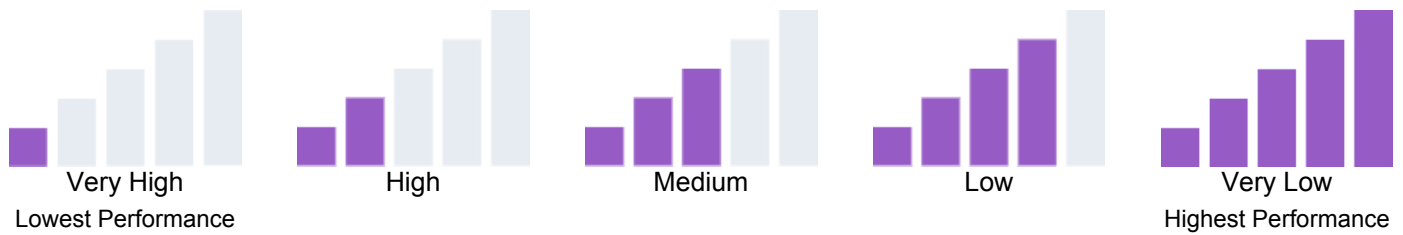
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School and Student Performance Data

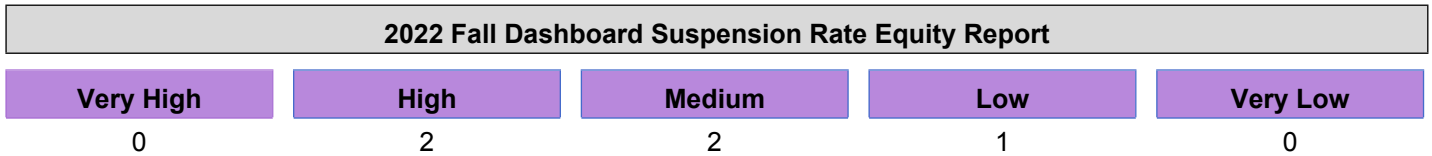
Conditions & Climate Suspension Rate

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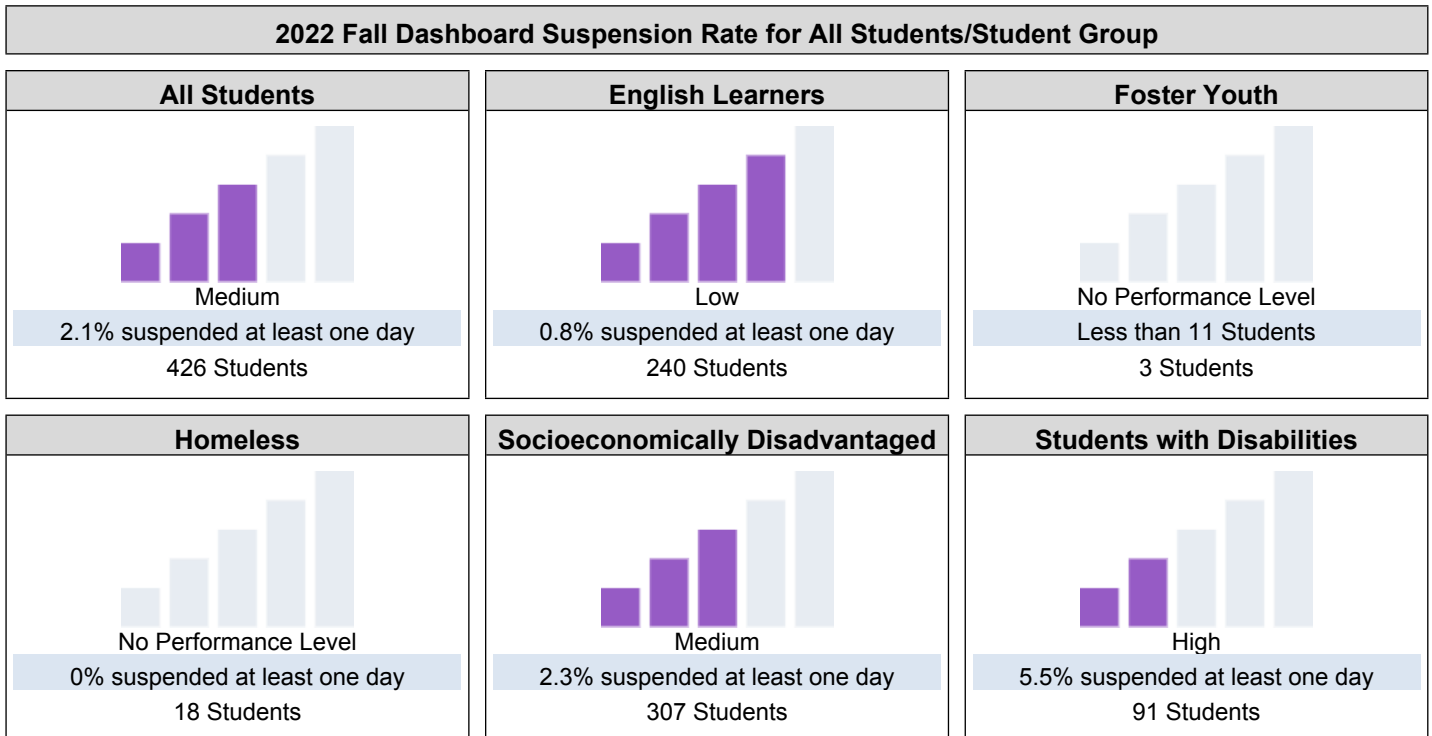
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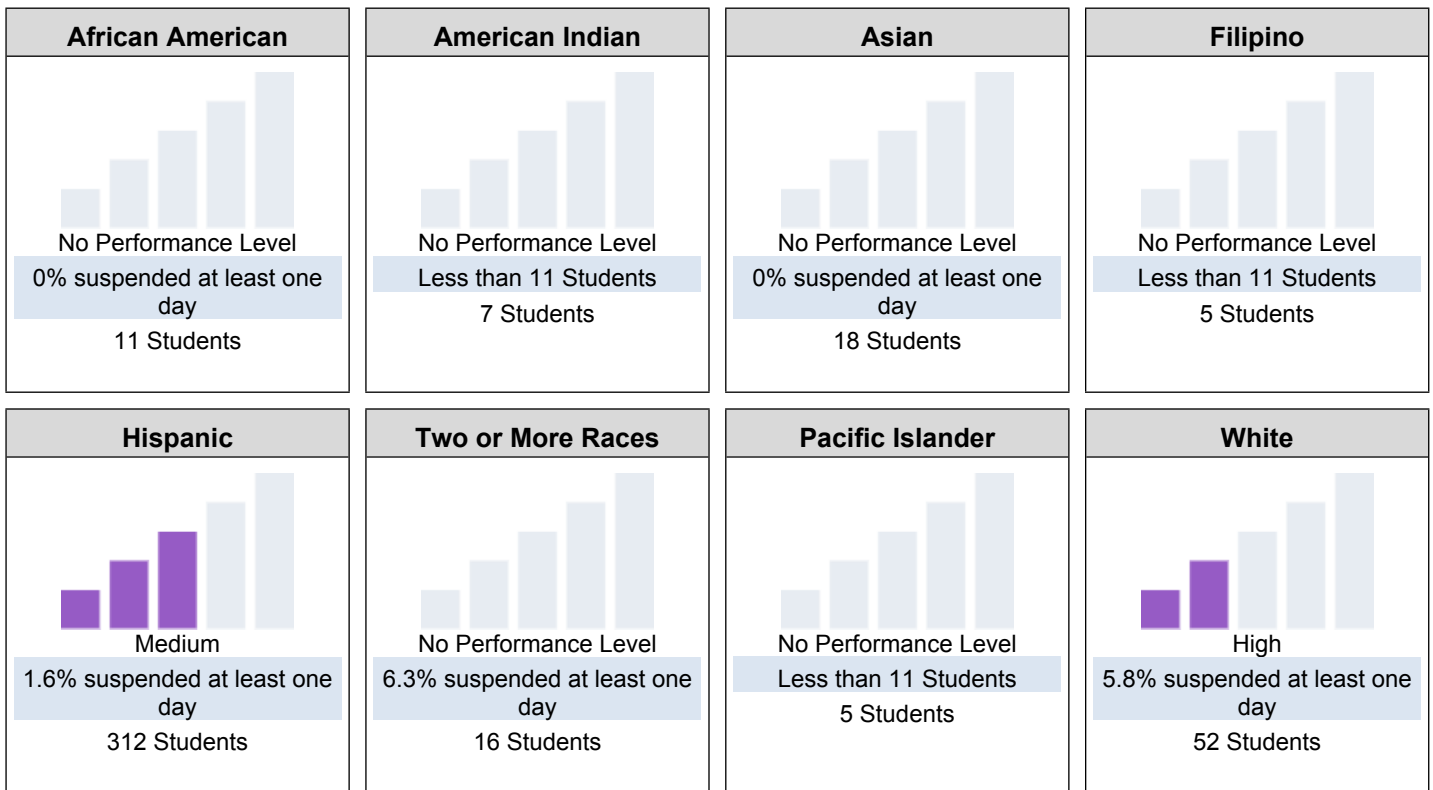
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We will persist in leveraging the expertise of our dedicated Tier 2 team to provide essential support for students who have experienced trauma. By continuing to rely on this strong support system, we can address the unique needs of these students, promote healing, and foster their overall well-being.
2. We are committed to further expanding the implementation of restorative practices among our staff, fostering a positive and inclusive school culture. Additionally, we will continue to prioritize educating our students about the use of self-regulation tools, such as the ToolBox, to enhance their ability to manage their emotions and promote a supportive learning environment. By integrating restorative practices and equipping students with self-regulation tools, we aim to nurture a harmonious and resilient school community.
3. We will collaborate closely with our re-engagement team to establish connections between families and the necessary emotional and academic supports. By doing so, we aim to provide comprehensive assistance that equips families with the resources they require to thrive academically and emotionally. Our ultimate goal is to ensure that students are in the best possible position to achieve their highest potential during the school day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	55		0	48		0	48		0.0	87.3	
Grade 4	55	42		0	39		0	39		0.0	92.9	
Grade 5	49	55		0	54		0	54		0.0	98.2	
Grade 6	50	56		0	53		0	53		0.0	94.6	
All Grades	194	208		0	194		0	194		0.0	93.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.			0.00			8.33			29.17			62.50	
Grade 4		2380.			5.13			5.13			25.64			64.10	
Grade 5		2406.			0.00			14.81			18.52			66.67	
Grade 6		2426.			0.00			13.21			24.53			62.26	
All Grades	N/A	N/A	N/A		1.03			10.82			24.23			63.92	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			58.33			41.67	
Grade 4		2.56			56.41			41.03	
Grade 5		3.70			50.00			46.30	
Grade 6		1.89			37.74			60.38	
All Grades		2.06			50.00			47.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			43.75			56.25	
Grade 4		0.00			48.72			51.28	
Grade 5		5.56			33.33			61.11	
Grade 6		1.89			22.64			75.47	
All Grades		2.06			36.08			61.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.17			83.33			12.50	
Grade 4		5.13			64.10			30.77	
Grade 5		3.70			70.37			25.93	
Grade 6		3.77			54.72			41.51	
All Grades		4.12			68.04			27.84	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.08			50.00			47.92	
Grade 4		0.00			71.79			28.21	
Grade 5		1.85			55.56			42.59	
Grade 6		0.00			66.04			33.96	
All Grades		1.03			60.31			38.66	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	55		0	53		0	52		0.0	96.4	
Grade 4	55	42		0	41		0	41		0.0	97.6	
Grade 5	49	55		0	53		0	52		0.0	96.4	
Grade 6	50	56		0	53		0	53		0.0	94.6	
All Grades	194	208		0	200		0	198		0.0	96.2	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.			0.00			13.46			28.85			57.69	
Grade 4		2394.			0.00			9.76			34.15			56.10	
Grade 5		2411.			1.92			9.62			19.23			69.23	
Grade 6		2418.			0.00			9.43			26.42			64.15	
All Grades	N/A	N/A	N/A		0.51			10.61			26.77			62.12	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.92			42.31			55.77	
Grade 4		2.44			29.27			68.29	
Grade 5		1.92			36.54			61.54	
Grade 6		1.89			22.64			75.47	
All Grades		2.02			32.83			65.15	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.77			46.15			48.08	
Grade 4		2.44			43.90			53.66	
Grade 5		1.92			36.54			61.54	
Grade 6		1.89			33.96			64.15	
All Grades		3.03			39.90			57.07	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85			63.46			32.69	
Grade 4		0.00			56.10			43.90	
Grade 5		3.85			36.54			59.62	
Grade 6		0.00			52.83			47.17	
All Grades		2.02			52.02			45.96	

Conclusions based on this data:

1.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
370	62.7	18.1	55.7	2.4	0.3	74.3	11.9	2.7

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
52.9% Chronically Absent	57% Chronically Absent	64.4% Chronically Absent	50.2% Chronically Absent	66.7% Chronically Absent	Less than 11 Students	51% Chronically Absent	58% Chronically Absent	Less than 11 Students

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
2.1% suspended at least one day	2.3% suspended at least one day	5.5% suspended at least one day	0.8% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.6% suspended at least one day	5.8% suspended at least one day	0% suspended at least one day

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
104.3 points below standard	109.1 points below standard	185.4 points below standard	115.1 points below standard			109.4 points below standard	84.4 points below standard	

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
94.1 points below standard	94.3 points below standard	162.9 points below standard	105.2 points below standard			98.5 points below standard	81.9 points below standard	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

Our goal is to increase student proficiency in reading, writing, and math by providing tailored instruction within their zone of proximal development. Students will actively participate in a diverse range of research-backed strategies to cultivate growth in multiple areas.

Identified Need

Increase academic levels to reach grade level benchmarks in Reading, Writing, and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-6 the LGL , ADAM, DORA and ELPAC	BOY Assessment and previous ELPAC score	To see increase academic outcome assessments at the end of the year by 5% and students ELPAC summative score by one level.

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

Hire additional personnel to support student learning for English Language Arts, English Language Development, and other interventions.

Monitoring Effectiveness

How will this activity be monitored during the year?

The metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

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)
56355	3010 - Title I 1xxx – FTE Certificated Salaries .55 FTE Reading Teacher- K.Ogg
18529.94	3010 - Title I 3000- Classified FTE Benefits .55 FTE Reading Teacher- K.Ogg
46109	0500 - Supplemental 1xxx – FTE Certificated Salaries .45 FTE Reading Teacher- K.Ogg
15160.97	0500 - Supplemental 3000 – Certificated FTE Benefits .55 FTE Reading Teacher- K.Ogg

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide instructional materials, supplemental materials for and supplies to differentiate instructional opportunities, enrichment opportunities, and tutoring to enhance the instructional programs to support all learners.

Monitoring Effectiveness

How will this activity be monitored during the year?

The metric for this goal will now be Let’s Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

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)
33651.0	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
14000	0500 - Supplemental 4200 - Books - Other than Textbooks classroom libraries etc
10388.80	0500 - Supplemental 1122 - Teacher Release Time Tier 2 support meetings (SST and IEPs) collaboration days, PD, etc
9090.20	3010 - Title I 1112 - Teacher Extended Day Before and afterschool Tutorials and or Enrichment
2000	0500 - Supplemental 4412 - Hardware (under \$5,000)
2000	0500 - Supplemental 4312 - Software Smore, other online programs

Annual Review

SPSA Year Reviewed: 2022-23

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 Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meetings on 3/23 as well as during ELAC Meetings on 2/23

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

This year, the release days experienced significant changes primarily due to the increased number of Individualized Education Programs (IEPs) and Student Study Team (SST) meetings. Consequently, the site had to allocate additional resources to accommodate these requirements. Moreover, there was a strong desire to enhance collaboration time among staff to effectively support site initiatives. As a result, the site took on the financial responsibility and prioritized the allocation of release days to address these needs and foster collaborative efforts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The revised metric for this goal will now include the Let's Go Learn and ELPAC assessments, along with state testing, which are detailed on our Goal 1 Annual Measurable Outcomes page. These assessments will provide comprehensive data to measure progress and determine the achievement level of our students in relation to the goal. By incorporating multiple assessment measures, we can gain a comprehensive understanding of student performance and make informed decisions to support their academic growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Our aim is to reduce chronic absenteeism and tardiness, taking into account the previous year's daily attendance records. Additionally, we strive to enhance student and parent engagement through numerous training sessions and events, fostering an inclusive environment that encourages participation.

Identified Need

Increase attendance and engagement of our students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth, Panorama, chronic absenteeism data.	Youth Truth Survey data, Parents rated themselves as 3.76 in the category, I feel engaged with my school. As well as the Draft Data from our chronic absenteeism as of March 30th.	Increase the Parent category I feel engaged with my school from 3.76 to 4.0. As well as to see our chronic absenteeism rate by .5%.

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

Family Engagement supplies and materials, light refreshments as well as childcare to support parent meetings and events for the school.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance 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)

3444.0

3010 - Title I
2913 – Classified Extra Duty (Childcare-parent engagement)

3000

3010 - Title I
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

2000

3010 - Title I
4316 – Food – Ind-District Meetings

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

Hire additional personnel to support student engagement and participation.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance 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)
7268.48	0500 - Supplemental 2xxx – FTE Classified Salaries .22606 FTE.Classified Non Duty Position
4694.69	0500 - Supplemental 3000- Classified FTE Benefits .22606 FTE .Classified Non Duty Position

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 educational opportunities that engage and inspire students and promote inclusion.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance 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)
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8000	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Assemblies, Motivational and educational
10500	0500 - Supplemental 5832 - Field Trip Transportation \$25 per student
1500	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Basketball referees and League Fees
4166.81	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Incentives for students, sensory support materials and materials to support SEL, Materials to support Student engagement

Annual Review

SPSA Year Reviewed: 2022-23

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.

To evaluate the effectiveness of the strategies and activities within this goal, we relied on multiple sources of data. The Youth Truth survey data from 2022 and 2023 provided valuable insights into the perceptions and experiences of our students. Additionally, chronic absenteeism data was consistently reviewed throughout the 22-23 school year to monitor the impact of our efforts.

In order to ensure effective implementation of the strategies and activities, we utilized the Title I Activity Evaluation of Programs document. This evaluation process took place during SSC meetings and ELAC meetings, where we assessed the alignment between our strategies and the desired outcomes. By leveraging these data sources and evaluation mechanisms, we were able to make informed decisions and continually refine our approaches to achieve our goals.

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 significant variations in budget expenditures primarily stemmed from the reintroduction of activities and the expansion of our initiatives to actively engage our school community. As we strive to create a vibrant and inclusive environment, funds were allocated to support a wider range of activities, events, and programs. By investing in these endeavors, we aim to enhance community involvement, foster student engagement, and promote a positive and enriching school experience for all.

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.

A notable shift from the previous goal to the current one is the increased emphasis on student/parent engagement, attendance, and enrichment opportunities. In addition to prioritizing academic achievement, we recognize the importance of actively involving students and parents in the educational journey. By fostering strong connections and providing enriching experiences, we aim to create a supportive and inclusive school community that promotes regular attendance and meaningful engagement. This expanded focus reflects our commitment to holistically nurturing the growth and success of our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Goal 3

Our objective is to foster and maintain a culture of self-care, equity, and trauma training. In addition, we are committed to offering ongoing professional development opportunities for our staff, encompassing instructional leadership, innovation, and flexible learning environments that cater to the diverse needs of our students.

Identified Need

To increase professional development to support growth minded professionals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth survey data from Staff - 2023	Youth Truth survey data from Staff, specifically the section on Professional Development and category of "My school encourages me to seek professional development opportunities to improve my practice". Last year we increased from 3.45-3.51	The expected outcome will be to have an increase in the Staff's rating in the baseline category from a 3.51

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

Providing educators with current professional development, tools and training to support pedagogical leadership and innovation.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth Data from 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)

10388.80

0500 - Supplemental
1122 - Teacher Release Time
PD, learning rounds, collaboration.

7000

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
Professional Development

2082.03

0500 - Supplemental
5215 - Staff Travel & Conferences

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year, we have reworked this goal to incorporate additional avenues for professional development, such as field trips, conferences, and learning rounds. By expanding the range of opportunities available, we aim to provide our staff with valuable experiences and resources that enhance their skills and knowledge. These opportunities for professional growth will contribute to our collective efforts in fostering a dynamic and innovative learning environment for 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.

N/A

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.

N/A

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	\$94,404.57
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$273,329.72

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 (\$)
3010 - Title I	\$104,585.95

Subtotal of additional federal funds included for this school: \$104,585.95

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 (\$)
0500 - Supplemental	\$168,743.77

Subtotal of state or local funds included for this school: \$168,743.77

Total of federal, state, and/or local funds for this school: \$273,329.72

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
0500 - Supplemental	168743.77	0.00
3010 - Title I	104585.95	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	168,743.77
3010 - Title I	104,585.95

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	9,090.20
1122 - Teacher Release Time	20,777.60
1xxx – FTE Certificated Salaries	102,464.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3,444.00
2xxx – FTE Classified Salaries	7,268.48
3000 – Certificated FTE Benefits	15,160.97
3000- Classified FTE Benefits	23,224.63

4200 - Books - Other than Textbooks	14,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	37,817.81
4312 - Software	2,000.00
4316 – Food – Ind-District Meetings	2,000.00
4412 - Hardware (under \$5,000)	2,000.00
5215 - Staff Travel & Conferences	2,082.03
5800 – Other Services (Consultants; Field Trip Admissions, etc)	16,500.00
5817 - Online Computing Services / Software Licenses	2,000.00
5832 - Field Trip Transportation	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1122 - Teacher Release Time	0500 - Supplemental	20,777.60
1xxx – FTE Certificated Salaries	0500 - Supplemental	46,109.00
2xxx – FTE Classified Salaries	0500 - Supplemental	7,268.48
3000 – Certificated FTE Benefits	0500 - Supplemental	15,160.97
3000- Classified FTE Benefits	0500 - Supplemental	4,694.69
4200 - Books - Other than Textbooks	0500 - Supplemental	14,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	33,651.00
4312 - Software	0500 - Supplemental	2,000.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	2,000.00

5215 - Staff Travel & Conferences	0500 - Supplemental	2,082.03
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	8,500.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	2,000.00
5832 - Field Trip Transportation	0500 - Supplemental	10,500.00
1112 - Teacher Extended Day	3010 - Title I	9,090.20
1xxx – FTE Certificated Salaries	3010 - Title I	56,355.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	3,444.00
3000- Classified FTE Benefits	3010 - Title I	18,529.94
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	3,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	4,166.81
4316 – Food – Ind-District Meetings	3010 - Title I	2,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	209,284.91
Goal 2	44,573.98
Goal 3	19,470.83

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

Name of Members	Role
Amber Williams	Principal
Ashley Tirado	Classroom Teacher Parent or Community Member
Lisa Dean	Classroom Teacher
Kimi Ogg	Other School Staff
Elpidia Udave	Other School Staff Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/25/23.

Attested:



Principal, Amber Williams on 5/25/2023



SSC Chairperson, Lisa Dean on 5/25/2023

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.

[Educational Partner 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.

Educational Partner 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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 Educational Partner 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 (Educational Partner 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/guidanceuseinvestment.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 (Educational Partner 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/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019