

School Year:

2024-25

# 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
Proctor Terrace Elementary	49709126052179	4/29/2024	6/26/2024

**Contact Person:** Dr. Anna Moore

**Position:** Principal

**Phone Number:** 707-890-3950

**Address:** 1711 Bryden Ln.  
Santa Rosa, CA 95404

**E-mail Address:** amoore@srcs.k12.ca.us

## Plan 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)

N/A

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

N/A

# 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

Proctor Terrace Elementary School provides a variety of ways to involve parents and other community members in meaningful collaboration to discuss school needs and the funding to support those needs. These opportunities provide input and feedback in the analysis of school progress and creation of the School Plan for Student Achievement. The main mode of communication takes place on an online platform known as ParentSquare. ParentSquare pushes out communications immediately and can be translated into a family's preferred language. Notifications of stakeholder meetings are shared on this platform.

The stakeholder groups that discuss PTES School Plan for Student Achievement include the following:

~School Site Council (SSC): met, developed, and approved the current SPSA on April 30th, 2024.

~English Language Advisory Committee (ELAC): met and gave input on the SPSA on April 24th, 2024.

~Parent Teacher Association Board (PTA) met and gave input on the SPSA on May 21st, 2024.

~Staff meetings: occur the second and fourth Wednesdays of every month. At staff meetings, the principal seeks input from teachers and staff regarding funding. On April 10th staff reviewed goals and agreed to move forward with the SPSA as presented.

In addition to these ongoing meetings with the specific groups listed above, the school uses various survey data to make decisions for areas of focus with the plan such as YouthTruth Survey for students, parents, and staff, Panorama for students, and the English Learner Needs Assessment.

## Resource Inequities – Required for CSI / ATSI

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

N/A

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

See below.

**PTES COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR: 23-24**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>● Dashboard</li> <li>● CAASPP</li> <li>● Panorama Survey</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Conclusions and Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Student Achievement - CAASPP</b>	Use of high level texts, reading across disciplines, structured literacy through warm-ups, focus on comprehension, novel studies, CCD, multisensory, OG program implementation, walk to read; phonics, morphology.	Training, curriculum, diagnostic tools; structured literacy in TK/K; education parents on phonemic awareness at home, more planning time; more info on dyslexia. Vertical alignment on reading program and walk to read. DRA testing, trained adult support for small groups, grade level release time	School wide reading program; increased planning time; training on and use of OG sound deck and program.  Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making.
<b>CA Dashboard</b>	Lower suspension rate; low chronic absenteeism compared to districtwide; math scores relatively stable.	Lower ELA scores than SRCS avg. and compared to district-alike schools.  Math scores have also decreased substantially especially	Comprehensive reading program needs to be established and rolled out across grade levels.
<b>School Culture and Climate</b>	Staff perceptions up in the areas of effectiveness, meaningfulness and how much work means to staff.  K-3 teacher perceptions of students went up in all Panorama categories.	Staff perceptions went down in the areas of safety, stress, and satisfaction.	Staff needs time to consider what strategies will promote an increase in their feelings of safety, stress, and satisfaction.  School climate interventions.

# 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	0.9%	0.88%	0.9%	3	3	3
African American	1.7%	1.75%	0.9%	6	6	3
Asian	3.7%	3.22%	2.99%	13	11	10
Filipino	%	%	0.3%		0	1
Hispanic/Latino	31.9%	34.50%	36.72%	113	118	123
Pacific Islander	0.6%	%	0.3%	2	0	1
White	56.2%	52.05%	49.85%	199	178	167
Multiple/No Response	5.1%	6.43%	7.76%	18	22	26
	<b>Total Enrollment</b>			354	342	335

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	69	58
Grade 1	41	46	52
Grade 2	56	40	44
Grade3	49	54	38
Grade 4	48	46	57
Grade 5	48	40	44
Grade 6	52	47	42
<b>Total Enrollment</b>	354	342	335

# 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	22	41	48	6.2%	12.0%	14.3%
Fluent English Proficient (FEP)	28	19	20	7.9%	5.6%	6.0%
Reclassified Fluent English Proficient (RFEP)	0	15	13	0.0%	26.8%	21.3%

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
335	32.8	14.3	0.9
Total Number of Students enrolled in Proctor Terrace Elementary.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	14.3
Foster Youth	3	0.9
Homeless	3	0.9
Socioeconomically Disadvantaged	110	32.8
Students with Disabilities	62	18.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian	3	0.9
Asian	10	3
Filipino	1	0.3
Hispanic	123	36.7
Two or More Races	26	7.8
Pacific Islander	1	0.3
White	167	49.9

### Conclusions based on this data:

1. Less than half our students are White which is a primary demographic.

2. Almost a third of our students are socioeconomically disadvantaged so we need to consider wrap around services.
3. Over a third of our students are Hispanic so we need to ensure our curriculum is culturally relevant.

# School and Student Performance Data

## Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Chronic absenteeism should be addressed through incentives to attend and to find out root causes for absences.
2. There are areas of growth in both ELA and Math.
3. Suspension appears to be a concern however, it is important to identify the student cases that drive this measure.



# School and Student Performance Data

## Academic Performance English Language Arts

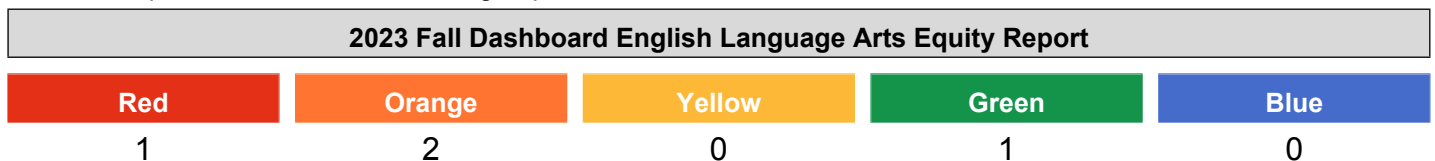
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>11.3 points below standard</p> <p>Decreased -10.2 points</p> <p>177 Students</p>	<p><b>English Learners</b></p> <p>118.1 points below standard</p> <p>Decreased Significantly -80.6 points</p> <p>22 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>39.2 points below standard</p> <p>Maintained +1.2 points</p> <p>64 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>107.9 points below standard</p> <p>Decreased Significantly -60.1 points</p> <p>44 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.3 points below standard Decreased Significantly -47 points 56 Students	11.1 points below standard Increased Significantly +22.6 points 14 Students	 No Performance Color 0 Students	 Green 14.8 points above standard Increased +4.2 points 99 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
135.7 points below standard Decreased Significantly -44.8 points 19 Students	Less than 11 Students  3 Students	5.3 points above standard Maintained -0.5 points 140 Students

**Conclusions based on this data:**

1. Data indicates we need to improve in all areas, especially for ELLs who need both designated and integrated ELD.
2. Students require more support in phonics, comprehension, and differentiated instruction.
3. Teachers need vertical alignment and articulation to ensure scaffolding of instruction.

# School and Student Performance Data

## Academic Performance Mathematics

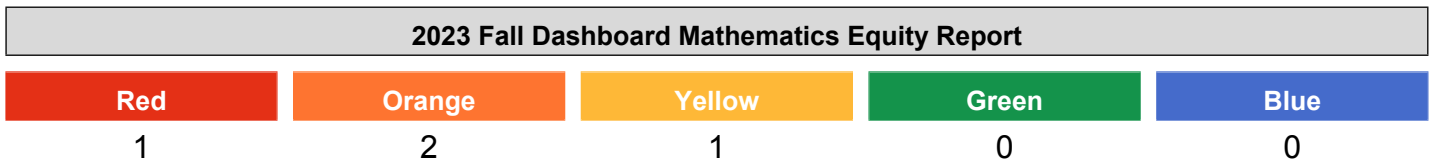
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 29.5 points below standard Decreased -14.5 points 177 Students	<b>English Learners</b> 99.3 points below standard Decreased Significantly -30 points 22 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Orange 61.8 points below standard Decreased -10.8 points 64 Students	<b>Students with Disabilities</b>  Red 105.5 points below standard Decreased Significantly -48.6 points 44 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.4 points below standard Decreased Significantly -37 points 56 Students	39 points below standard Decreased -4.8 points  14 Students	 No Performance Color 0 Students	 Yellow 9.4 points below standard Decreased -3 points 99 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.9 points below standard Decreased Significantly -20.1 points  19 Students	Less than 11 Students  3 Students	18.9 points below standard Decreased -13 points  140 Students

#### Conclusions based on this data:

1. English learners are significantly below standard in math and need targeted instruction.
2. Designated math instruction needs to be completed by all teachers with integrity.
3. Math instruction and curriculum needs to be modified to ensure increases in student achievement across all UPC groups with a focus on why students with disabilities are struggling.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	
54.3 points above standard making progress towards English language proficiency	
Number of EL Students: 35 Students Performance Level: 3	

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.

2023 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
7	9	2	17

### Conclusions based on this data:

1. The majority of EL students are making progress towards ELP.
2. A few EL students are regressing in their ELP.
3. Some EL students are not making progress in ELP.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

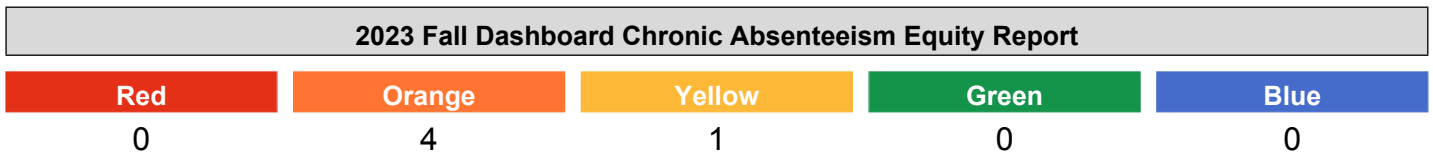
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>28.9% Chronically Absent</p> <p>Declined Significantly -7.7</p> <p>343 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>26.9% Chronically Absent</p> <p>Declined -12.7</p> <p>52 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>39.6% Chronically Absent</p> <p>Declined -7</p> <p>134 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>38.6% Chronically Absent</p> <p>Declined -7.5</p> <p>83 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  3 Students	Less than 11 Students  3 Students	8.3% Chronically Absent  Declined -16.7  12 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 34.1% Chronically Absent Declined -7.6  129 Students	18.5% Chronically Absent Declined -13.5  27 Students	Less than 11 Students  1 Student	 Yellow 26.9% Chronically Absent Declined Significantly -5.6  167 Students

**Conclusions based on this data:**

1. Chronic absenteeism is declining in all groups.
2. Chronic absenteeism continues to be a concern for all UPC groups.
3. Hispanic students have the greatest amount of chronic absenteeism but it is also decreasing in this group.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

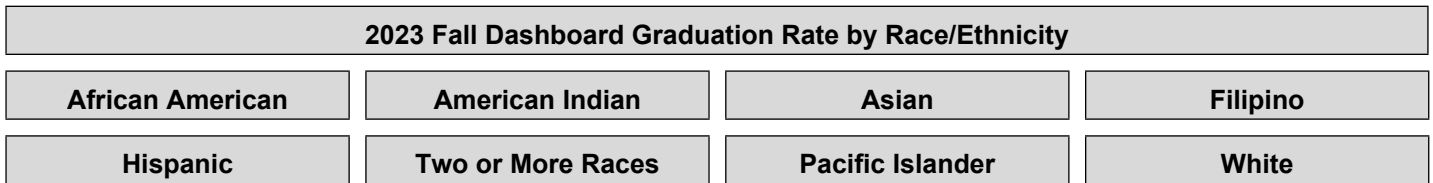
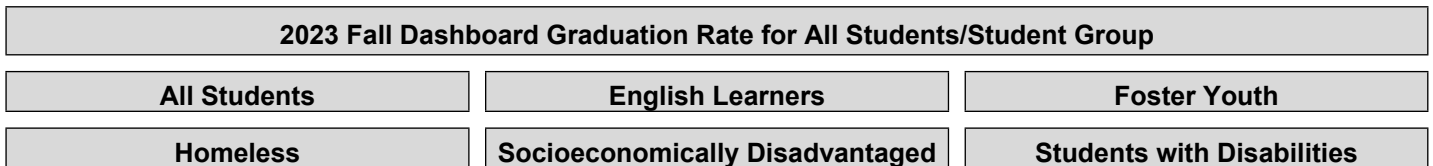
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

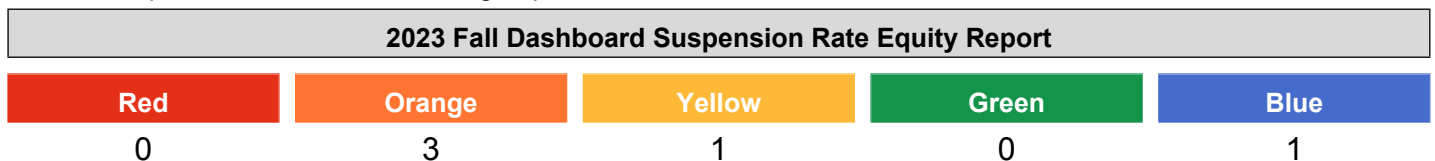
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.5 346 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 52 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 3.7 136 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4 84 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 3 Students	Less than 11 Students 3 Students	0% suspended at least one day  Maintained 0 12 Students	Less than 11 Students 1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange  2.3% suspended at least one day  Increased 2.3 130 Students	3.6% suspended at least one day  Increased 3.6 28 Students	Less than 11 Students 1 Student	 Yellow  1.2% suspended at least one day  Maintained 0.1 168 Students

**Conclusions based on this data:**

1. A focus on decreasing suspension in all groups would be beneficial.
2. Socioeconomically Disadvantaged students have the highest number of suspensions.

# 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	43	55	41	0	54	41	0	54	41	0.0	98.2	100.0
Grade 4	39	39	57	0	39	56	0	39	56	0.0	100.0	98.2
Grade 5	35	39	43	0	39	43	0	39	43	0.0	100.0	100.0
Grade 6	39	43	41	0	41	40	0	41	40	0.0	95.3	97.6
All Grades	156	176	182	0	173	180	0	173	180	0.0	98.3	98.9

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		2422.	2431.		12.96	29.27		37.04	24.39		25.93	26.83		24.07	19.51
Grade 4		2465.	2472.		25.64	25.00		17.95	30.36		30.77	23.21		25.64	21.43
Grade 5		2494.	2466.		12.82	9.30		35.90	27.91		33.33	27.91		17.95	34.88
Grade 6		2528.	2515.		9.76	10.00		48.78	37.50		24.39	30.00		17.07	22.50
All Grades	N/A	N/A	N/A		15.03	18.89		35.26	30.00		28.32	26.67		21.39	24.44

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		14.81	21.95		68.52	65.85		16.67	12.20
Grade 4		15.38	30.36		74.36	57.14		10.26	12.50
Grade 5		17.95	18.60		69.23	55.81		12.82	25.58
Grade 6		21.95	22.50		58.54	55.00		19.51	22.50
All Grades		17.34	23.89		67.63	58.33		15.03	17.78

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		12.96	9.76		59.26	68.29		27.78	21.95
Grade 4		7.69	12.50		64.10	62.50		28.21	25.00
Grade 5		0.00	4.65		66.67	62.79		33.33	32.56
Grade 6		12.20	10.00		63.41	52.50		24.39	37.50
All Grades		8.67	9.44		63.01	61.67		28.32	28.89

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		12.96	12.20		77.78	68.29		9.26	19.51
Grade 4		15.38	12.50		71.79	78.57		12.82	8.93
Grade 5		12.82	11.63		79.49	76.74		7.69	11.63
Grade 6		12.20	10.00		82.93	80.00		4.88	10.00
All Grades		13.29	11.67		78.03	76.11		8.67	12.22

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		12.96	17.07		68.52	73.17		18.52	9.76
Grade 4		12.82	19.64		76.92	66.07		10.26	14.29
Grade 5		7.69	9.30		79.49	72.09		12.82	18.60
Grade 6		19.51	12.50		68.29	72.50		12.20	15.00
All Grades		13.29	15.00		72.83	70.56		13.87	14.44

**Conclusions based on this data:**

1. Number of students reading below grade level has increased significantly.
2. Overall writing scores and Research/Inquiry scores are relatively stable with a slight decline (grade 4 is an area of focus).
3. Listening skills have declined.

# 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	43	55	41	0	54	41	0	54	41	0.0	98.2	100.0
Grade 4	39	39	57	0	39	56	0	39	56	0.0	100.0	98.2
Grade 5	35	39	43	0	39	43	0	39	43	0.0	100.0	100.0
Grade 6	39	43	41	0	42	41	0	42	41	0.0	97.7	100.0
All Grades	156	176	182	0	174	181	0	174	181	0.0	98.9	99.5

\* 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		2429.	2416.		16.67	14.63		27.78	34.15		29.63	26.83		25.93	24.39
Grade 4		2482.	2473.		15.38	14.29		25.64	28.57		48.72	32.14		10.26	25.00
Grade 5		2490.	2473.		15.38	13.95		15.38	16.28		38.46	34.88		30.77	34.88
Grade 6		2506.	2507.		9.52	9.76		30.95	26.83		26.19	29.27		33.33	34.15
All Grades	N/A	N/A	N/A		14.37	13.26		25.29	26.52		35.06	30.94		25.29	29.28

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		20.37	19.51		50.00	53.66		29.63	26.83
Grade 4		25.64	21.43		64.10	50.00		10.26	28.57
Grade 5		15.38	16.28		48.72	37.21		35.90	46.51
Grade 6		7.14	14.63		54.76	56.10		38.10	29.27
All Grades		17.24	18.23		54.02	49.17		28.74	32.60

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		27.78	24.39		51.85	58.54		20.37	17.07
<b>Grade 4</b>		20.51	17.86		46.15	55.36		33.33	26.79
<b>Grade 5</b>		15.38	9.30		61.54	58.14		23.08	32.56
<b>Grade 6</b>		16.67	4.88		47.62	60.98		35.71	34.15
<b>All Grades</b>		20.69	14.36		51.72	58.01		27.59	27.62

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		29.63	19.51		53.70	60.98		16.67	19.51
<b>Grade 4</b>		23.08	17.86		58.97	66.07		17.95	16.07
<b>Grade 5</b>		12.82	9.30		61.54	69.77		25.64	20.93
<b>Grade 6</b>		11.90	14.63		69.05	68.29		19.05	17.07
<b>All Grades</b>		20.11	15.47		60.34	66.30		19.54	18.23

**Conclusions based on this data:**

1. Overall scores in math have declined.
2. Significant focus on vertical articulation across grade levels is an area of growth.
3. Concepts and Procedures is particular areas of focus.

# School and Student Performance Data

## 2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 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
335	32.8	18.5	14.3	0.9	0.9	36.7	49.9	0.9

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 <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
28.9% Chronically Absent	39.6% Chronically Absent	38.6% Chronically Absent	26.9% Chronically Absent			34.1% Chronically Absent	26.9% Chronically Absent	

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% suspended at least one day	4.4% suspended at least one day	2.4% suspended at least one day	0% suspended at least one day			2.3% suspended at least one day	1.2% 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.

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
29.5 points below standard	61.8 points below standard	105.5 points below standard	99.3 points below standard			70.4 points below standard	9.4 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.

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
11.3 points below standard	39.2 points below standard	107.9 points below standard	118.1 points below standard			63.3 points below standard	14.8 points above standard	

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

## Goal 1

Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students through the effective use of Tier 1 supports.

## Identified Need

Based on CAASPP and local assessments, PTES school has identified a need to increase student achievement in the areas of math and literacy.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

1. On-line programs and subscriptions will be purchased that complement SRCS district-provided programs in support of in-person instruction, assessment, and Blended Learning.

1. SRCS District provides a basic foundation of on-line programs for literacy and math instruction and assessment, and PTES will purchase additional programs that will support appropriate developmental levels of students not only in Math (Everyday Math) and Literacy (Wonders ELD) but in Writing (Writer's Workshop/Lucy Calkins Writing Units), Social Studies (CCD units), Science (CCD units/FOSS), and Social-Emotional Learning (Toolbox/PBIS/BEST, Restorative).

Student achievement (2%) and teacher efficacy (as measure in Panorama) will increase the areas of Writing, Social Studies, Science, Social-Emotional Learning, and Blended Learning will improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. Students will have opportunities to participate in interactive assemblies connected to core content areas which will engage them in learning.	2. Assemblies serve as a way to excite and engage our students into real life learning connected to the content they are learning.	Student attendance will improve (2%). YouthTruth and Panomama surveys will show increased student efficacy.
3. Staff will be released to attend Student Study Team meetings and 504s in order to review data, collaborate, and make accommodations for students to support progress in learning using Tier 1 and 2 supports.	3. Release time for teachers to meet with individual students, families, and other educators in order to look at student data and make collaborative decisions will impact student learning in the core content areas.	There will be increased buy-in and, in turn, in engagement in tier II supports for students resulting in increased student success (2%).
4. After school tutorial will be made available to students who are English Language Learners which will focus on skills and foundations of language acquisition.	4. Intensive ongoing tutoring for our EL students in acquiring the English language will provide them a stronger foundation to access learning.	Improved ELPAC and redesignation rates (2%).
5. Supplemental supplies, materials, and professional development connected to the core content areas will be purchased in order for students to access learning.	5. SRCS District provides basic materials for curriculum for literacy and math, and PTES will purchase additional supplies, materials, and professional development to support access to learning.	Student proficiency rates will increase 2% or more, over past years.

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, as well as English Learners, Students with Special Needs, and Latinx students.

#### Strategy/Activity

Purchase on-line learning programs, subscriptions, and other supportive learning materials and professional development learning opportunities.

### Monitoring Effectiveness

**How will this activity be monitored during the year?**

Student use of programs, and progress in learning within each of these programs, will be monitored and progress shared with families 3 times a year during report card conferences as well as reflected in local and state assessments.

**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)
9,000	0500 - Supplemental 5817 - Online Computing Services / Software Licenses
1800	0500 - Supplemental 5215 - Staff Travel & Conferences

**Strategy/Activity 2**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

**Strategy/Activity**

Pay the fees for interactive assemblies and other project based learning opportunities.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student participation and engagement in assemblies and interactive learning activities, field trip admissions and transportation; panorama survey results.

**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)
1,000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)

1,000
-------

0500 - Supplemental 5832 - Field Trip Transportation
---

**Strategy/Activity 3**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

**Strategy/Activity**

504 Plan Meetings, Tier II, Student Success Team, and IEP Meetings will be calendared and completed with fidelity.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Regularly schedule dates to collaborate, encourage parent feedback and participation, and communicate on student growth and achievement, as documented in SSTs, 504 plans. and IEPs.

**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)**

1500.00
---------

0500 - Supplemental 1122 - Teacher Release Time
--

1752.92
---------

0500 - Supplemental 1112 - Teacher Extended Day
--

**Strategy/Activity 4**

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

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

English Learners

Strategy/Activity

ELD Tutorial and designated instruction, teacher extended day hours/time to engage in DELD prep.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

ELPAC assessment, family input on Site Needs Assessment, student growth on ELPAC, students' successful completion of class assignments and local assessments.

**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)

5000.00

0500 - Supplemental  
1112 - Teacher Extended Day

**Strategy/Activity 5**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

Strategy/Activity

Supplies and materials for Supplemental Learning in the core content areas including but not limited to CCD Units, Units of Study in Writing, Walk to Learn, (ELD) designated instruction, mathematics, FOSS and foundational skills program, and classroom materials, and other supportive supplies.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Usage of supplies connected to teaching and learning, employee release time as needed.

**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)

4200.02

0500 - Supplemental  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs  
/ Trainings

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

In the SPSA for 2023-24 Goal 1 was to support access and support for math and literacy by purchasing online platforms. The programs purchased focused on math facts and literacy. The online platforms were adaptive to meet the student at their just right level and then support them in growing in their skills and content mastery.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/ activities to meet the articulated goal.

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

There are no substantive changes.

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

## Goal 2

Use of data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning.

## Identified Need

Based on a review of CAASPP data, DRA, DIBELS, benchmark tests, LGL, CORE phonics and other student data such as Panorama and YouthTruth, PTES will identify ways to focus on instruction and increase student self-efficacy which, in turn, will increase student achievement in Math and ELA, as well as other areas of the curriculum such as science and social studies.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. MTSS and BEST implementation; identifying students and providing interventions and supports as well as building school community; usage of Toolbox, BEST, restorative, and PBIS.	1. Basic implementation of MTSS Tier Systems of Supports as well as Behavioral, Emotional, Social Training (BEST) and Toolbox, restorative, and PBIS.	1. Expanded implementation of MTSS, BEST, restorative, PBIS, and Toolbox across Tiers 1-3 with student such that there is increased evidence of implementation in 100% of classrooms.
2. Utilization of PBIS and Restorative Practices.	2. Restorative Practices, and PBIS as is currently implemented.	2. Expanded Restorative Practices and PBIS implementation as indicated through evidence in 100% of all classrooms.
3. Whole school community learning activities	3. Over the past few years PTES has shifted away from whole school shared learning experiences and we look forward to implementing these again to the foster a love of learning and sense of belonging.	3. Decrease in Behavior Referrals (by 50%) and increase attendance by 2% (decreased absenteeism).
	4. We will provide certificates and small prizes for recognition of students who	4. When we designate opportunities for our school to have shared learning

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. Attendance and Positive Behavior Incentives	have strong attendance and display positive behavior.	experiences it builds the sense of community and engages our learners which may lead to increased attendance by 2%.
5. District mandated assessments.	5. Number of students performing at grade level or above, on state and local assessments.	5. Increased number of students (by 2%) performing at grade level or above, on state and local assessments.

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, as well as English Learners, Students with Special Needs, and Latinx students.

#### Strategy/Activity

Implement a comprehensive MTSS program. As part of the BEST program, provide incentives for engaging learners and creating community. Provide materials and resources for calming spaces in all classrooms and on-site professional development books and supplies. Fund counseling activities to support students' social emotional health.

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

This activity will be monitored by the MTSS teams in conjunction with district-wide meetings on MTSS programs and support at the site level. Local and district mandated assessment outcomes will reveal improvements.

#### 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

0500 - Supplemental  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

1000
500

0500 - Supplemental 4200 - Books - Other than Textbooks
0500 - Supplemental 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, as well as English Learners, Students with Special Needs, and Latinx students.

**Strategy/Activity**

Teacher release time for data research and analysis of district assessments (such as DRA, DIBELS, math benchmark tests, LGL, writing benchmark, CORE phonics) to inform instruction by monitoring student progress to identify areas of need, growth, and success. Provide release for planning time for Walk to Read implementation.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Local and district mandated assessments.

**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)

3000.00
---------

0500 - Supplemental 1122 - Teacher Release Time
--

**Strategy/Activity 3**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

Strategy/Activity

Supplies to provide family engagement opportunities and parent education series.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

This will be monitored by parent input on surveys, and participation numbers.

**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)

1500.00

0500 - Supplemental  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

**Strategy/Activity 4**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

Strategy/Activity

Supplies to support whole school community shared learning experiences and engage in community building activities; classified extended day to support community engagement activities and office support as needed.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student and staff surveys, family participation rates.

**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	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
2500	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)

**Strategy/Activity 5**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

**Strategy/Activity**

Attendance and Positive Behavior Incentives; retakes of assessments or assignment revisions as needed.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Attendance rates- truancy letters, SARB meetings, SART check-ins  
Positive Behavior Incentives- prizes and BEST certificates, etc.  
Improved state and local assessment scores.

**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	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

**Strategy/Activity 6**

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

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

All students, as well as English Learners, Students with Special Needs, and Latinx students.

Strategy/Activity

Recess/ Play Equipment will be available and kept in stock as needed.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student usage of play materials and involvement in community play; student access to a variety of play equipment; Admin Supplies.

**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)

2000.00

0500 - Supplemental  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.

PTES School Site Council met regularly to discuss the activities related to Goal 2 to review best use the funds within the MTSS framework.

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 outlined in the 2023-24 SPSA for Goal 2 were allocated for MTSS, but not necessarily specific in the activities. Our SSC team met to determine what needs were within that focus and began to create calm corners in our classrooms. We also funded community assemblies for student engagement. We used funds to provide materials and resources for our yard duty employees, school counselor and restorative facilitator to utilize with 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.

The majority of the activities under Goal 2 remain relatively the same; however, there is a revised activity - #2, to add time for teachers to collaborate around data analysis to improve instruction and plan for Walk to Read. Proctor Terrace was removed from ATSI due to decreased chronic absenteeism, however, we plan to use incentives to increase attendance.

# Goals, Strategies/Activities, and 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 providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.

## Goal 3

Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels.

## Identified Need

Based on Panorama and Youth Truth survey results, EL families responses in the Site Needs Assessment, and staff input, PTES school has determined a need to improve in the area of professional development for differentiation of instruction, trauma informed practices, DELD practices as well as assessment and grading.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

1. Staff will participate in professional development opportunities in order to grow in their practice and utilize strategies such as: word walls, cooperative learning teams, graphic organizers, visuals, manipulatives, anchor charts, GLAD strategies, retaking of tests, sentence frames, and tool box.

1. Our staff has a desire to attend trainings to continue to learn from others as well as collaboration time.

1. The professional development opportunities will lead to changes in teaching (increase self efficacy as evidenced in the Panorama survey and self-reflections) and learning for students (2% increase in students performing at or above grade level).

3. Guided activities will lead to fewer behavior conflicts on the yard by 50%.

2. Classrooms will have flexible seating options to meet the needs of the students and space to learn.

2. Increased flexible seating options. There have also been requests for positive motivation, community building

2. Classrooms will have flexible seating options to meet the needs of the students and space to learn. Proactive measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	through guided recess activities, and positive affirmations throughout our campus.	on the yard will decrease student conflict, referrals, and support a positive school culture by 50% and as evidenced in the Panorama survey.
3. Office referrals and behavior slips.	3. Current rate of referrals and behavior slips.	3. Rate of referrals will decrease as off-task and misbehaviors decreased by 50%.

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 release time for collaboration around differentiation and student engagement, in order for our community to best address and meet the diverse needs of our students.

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Participation will be monitored by SRCS HR for District professional learning around differentiation and student engagement; the Principal will monitor participation in outside professional development activities. Increase feeling of community as measured in the Panorama Survey.

#### 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)
2500.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)
5500.00	0500 - Supplemental

**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**

Create safe and positive learning environments for students to learn collaboratively through guided activities during recesses. Planning time for Walk/Learn to Read. Additional staffing, special education substitutes and trainings will allow for student and teacher support of supplemental curriculum (teacher extended day).

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Students will be able to utilize furniture in their classrooms which will optimize learning opportunities. Flexible seating provides student choice and easy to create small group instructional environments. Students will be able to collaborate and learn in classrooms more easily.

**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)

5000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
5000.00	0500 - Supplemental 1112 - Teacher Extended Day

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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.

Goal 3 in the 2023-24 SPSA focused on professional development for staff. Varied opportunities for staff to participate in outside professional development trainings was provided. Teachers were provided grade level release time to collaborate with colleagues and delved deeper into strategies to support students with special needs and English Learners; OG training; Jo Boehler math training; and piloting of new materials.

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

One class participated in the county wide STEAM event.

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 invest in the growth of our team through professional development and release time for teachers to collaborate around data analysis to increase student achievement in the 2024-25 school year. There are no substantive changes.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,752.94
Total Federal Funds Provided to the School from the LEA for Title I	\$

## 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 (\$)
------------------	-----------------

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 (\$)
0500 - Supplemental	\$57,752.94

Subtotal of state or local funds included for this school: \$57,752.94

Total of federal, state, and/or local funds for this school: \$57,752.94

# 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**

## Expenditures by Funding Source

**Funding Source**

**Amount**

0500 - Supplemental

57,752.94

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1112 - Teacher Extended Day

11,752.92

1122 - Teacher Release Time

10,000.00

2913 – Classified Extra Duty (Childcare-parent engagement)

2,500.00

4200 - Books - Other than Textbooks

1,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

16,700.02

4316 – Food – Ind-District Meetings

500.00

5215 - Staff Travel & Conferences

1,800.00

5800 – Other Services (Consultants; Field Trip Admissions, etc)

3,500.00

5817 - Online Computing Services / Software Licenses

9,000.00

5832 - Field Trip Transportation

1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	11,752.92
1122 - Teacher Release Time	0500 - Supplemental	10,000.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	2,500.00
4200 - Books - Other than Textbooks	0500 - Supplemental	1,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	16,700.02
4316 – Food – Ind-District Meetings	0500 - Supplemental	500.00
5215 - Staff Travel & Conferences	0500 - Supplemental	1,800.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	3,500.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	9,000.00
5832 - Field Trip Transportation	0500 - Supplemental	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,252.94
Goal 2	14,500.00
Goal 3	18,000.00

# School Site Council Membership

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

Anna Moore School Principal

Tina Hiatt, Emily Blackmore, Classroom Teachers

Suzanne Norton Other School Staff

Erin Matthews, Megan Castillo Parent or Community Members

N/A Secondary Students

Name of Members	Role
Anna Moore	Principal
Tina Hiatt	Classroom Teacher
Emily Blackmore	Classroom Teacher
Suzy Norton	Other School Staff
Megan Castillo	Parent or Community Member
Erin Matthews	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 4.29.24.

Attested:



Principal, Anna Moore on 4.29.24



SSC Chairperson, Suzy Norton on 4.29.24

# 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/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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