



# 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
McDowell Elementary School	49708546051957	May 4, 2023	May 15, 2023

## Purpose and Description

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

Schoolwide Program  
 Additional Targeted Support and Improvement  
 The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted support and Improvement (ATSI) program.

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

McDowell has 4 primary goals through which we will effectively meet ESSA requirements prioritized based on CDE SBAC, ELPAC, data and dashboard measures. Our four goals are guided by our school vision statement: All McDowell students are actively engaged learners and communicators. Our School Community supports bi-literacy, compassion, critical thinking, academic achievement, and contribution to our global society. Our goals involve support and actions encompassing all stakeholders with an emphasis on increased achievement in mathematics, strategies, structures and increased discourse to support all emergent bilingual students are making adequate progress, foundational skills to ensure all students are reading by 3rd grade, and a focus on student agency,

bi-literacy, and voice along with supports for positive community integration and social emotional learning.

#### Greatest Need:

Mathematics performance level was 75 points below standard in 2022. The scores were not published for 2021, but in 2020 the performance level was 46.9 points below standard. This demonstrates a difference of -28.1 points.

Chronic Absenteeism performance level was very high with 36% of students chronically absent in 2022, while in 2020, the rate was 11.1% students chronically absent. This demonstrates a difference of -24.9%.

Suspension Rate performance was low for 2022 with 0.8% of students suspended at least once. In 2020, the rate was 3.3%. This demonstrates a difference of 2.5%.

#### Performance Gaps:

The student groups that demonstrated the greatest performance gaps were students with disabilities who scored 126.2 points below standard in mathematics.

The SPSA addresses our Greatest Needs in the following areas:

#### Mathematics

Goal: McDowell will Increase the percent of proficient and advanced students by approximately 5% or +25 points by June 2023, as measured by SBAC Math and Star Math. This would be an increase to 50 points below standard which is closer to the state average. It would also result in an increase to 31% or 41 students meeting or exceeding standards on Star Math.

#### Actions:

Increase teacher expertise by providing professional development around the use of differentiation through the curriculum.

Increase student mastery of key standards through professional learning and planning with an emphasis on Task rigor, Questioning, and Evidence (TQE Process).

Incorporate daily solving of word problems to the math program.

Increase grade level fluency through the use of number talks and ongoing formative assessment.

Implement the Three Reads Strategy to provide greater access to the solving of word problems for Emergent Bilingual students.

#### Chronic Absenteeism:

Goal: McDowell will reduce chronic absenteeism with a focus on social emotional learning. The goal is to Increase student attendance by incorporating daily lessons in community building, restorative practices and socio emotional resilience.

#### Actions:

Conduct root cause analysis to determine reasons for increased absenteeism and suspensions.

Develop baseline non-cognitive survey data related to SEL with a focus on student's sense of connectedness.

Provide professional learning to create awareness around bias and strategies to make sure that all students feel welcome in the learning environment.

Provide social emotional support for students including classroom circles, counseling, cooperative learning activities.

Provide students with asset based cultural enrichment opportunities through co/curricular and extra/curricular activities. .

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

McDowell Elementary School has conducted several surveys in order to gather staff, student, and community input during the school year. Surveys have included a youth Truth survey in order to gather data on student connectedness to inform actions in support of increased student attendance. A school survey was provided to all families and staff in order to gather information on equity, sense of belonging, staff cohesiveness and trust in support of building a more equitable school through relationship building and restorative practices. In addition, there have been several surveys for staff and community input on shared decision making, extra-curricular and co-curricular activities, grade level collaboration, and ongoing feedback. Survey data illustrates a need to further address the issue of equity both on behalf of staff and students, and the need to further build community and staff cohesion and connectedness. .

## Classroom Observations

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

Classroom observations occur weekly and have included input from district office directors and associate superintendents. All classrooms are visited on an ongoing basis. Observations illustrate teacher collaboration, planning, and structured activities through the use of district adopted curriculum. Moreover, teachers have been utilizing tools in support of student to student discourse and increased collaboration including think-pair-share, whiteboards, and increased opportunities for students to share responses and elaborate understandings. Additional work is needed in order to increase the cognitive rigor on tasks aligned to standards and opportunities for students to share related evidence of understanding in a manner that supports increased engagement and formative feedback for teachers. Additionally, there is a need to further motivate students through culturally relevant text and purposeful tasks.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC data shows a need for an increased focus on mathematics and greater alignment to standards. ELPAC data has shown promising growth with 47.3% of students progressing a level or maintaining level 4. Improvement in this area can be achieved through increased academic conversations and greater access to complex text. Math Star data demonstrates progress in primary grades with a widening gap in higher grades. The CORE Phonics Screener demonstrates the need for strengthening of the tier one program by increasing program coherence while still providing tier 2 intervention for students lacking foundational skills.

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

Teachers collaborate weekly as grade level cohorts as well as monthly as district wide grade level teams to discuss and plan for curriculum embedded assessments. Such data will be used to determine student needs and provide necessary intervention as needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified teachers.

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

All teachers have access to district adopted text, coaching support, and professional development for core subjects both onsite and by district staff.

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

All assessments are aligned to the CCSS.

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

Teachers have the support of three specialist onsite. They receive support on reading including foundational skills, assessment, and intervention from a full time reading specialist. All staff are provided with support specific to their English Learners including assessment, primary language support, support with designated and integrated ELD, and support with implementing strategies in support of EL students through a full time Bilingual Resource Teacher. All staff also has support with bi-literacy, strategies in support of increased student agency, and primary language support from a part-time Spanish teacher. District staff provides support for Special Education support through a full time Special Education teacher as well as through program managers and special education mentors.

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

Teachers have weekly time allotted for grade level collaboration and professional learning as well as monthly district grade level collaboration focused on CCSS.

## Teaching and Learning

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

All students are provided with district adopted curriculum along with a materials budget that is state approved and aligned to grade level CCSS.

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

All teachers provide the recommended instructional minutes for all students along with accompanying weekly engagements documentation.

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

All classrooms follow the district's academic minutes schedule with an emphasis on key standards. There are structured interventions provided to students as needed throughout the day.

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

Adopted standards based instructional materials along with related technology is provided to all staff and students.



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

All teachers are expected to use state approved adopted materials, standards aligned materials including intervention materials.

## Opportunity and Equal Educational Access

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

Intervention is provided to students as needed, monitored through Star Reading, Star Math, and the CORE Phonics Screener in a manner that supports progress and access to grade level standards.

Evidence-based educational practices to raise student achievement

Evidence based educational practices are supported through professional development, partnerships with the district office, Sonoma County Office of Education, and researched based practices.

## Parental Engagement

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

Onsite resources include the Adult Education Center, Family Resource Center, PTA, School Site Council, ELAC, as well as ongoing opportunities to to develop and sustain community partnerships. These include ongoing meetings, communication through Parent Square, social media, Principal Coffee Hours, school site events, and student recognition.

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

N/A

### Funding

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

Services provided by categorical funds include a bilingual instructional assistant, a guidance counselor, reading specialist, Bilingual Resource Specialist, Spanish Teacher, intervention materials and instruction, along with collaborative time for teacher professional learning and planning.

Fiscal support (EPC)

Fiscal support is provided for student increased achievement through specialists, a guidance counselor, a response to intervention system, as well as grade level professional learning and collaboration and related instructional supports.

## 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**

August 9, 2022 - Staff Professional Learning and Feedback on School Wide Vision

September 1, 2022 - Principals Coffee Hour Sharing of site vision and feedback on goals

December 1, 2022 - Bilingual Resource Teacher collected information from ELAC to gauge family interest in the incorporation or emphasis of new programs to improve outcomes for English Learners.

January 18, 2023 - Members of School Site Council reviewed the current SPSA with McDowell staff

January 23, 2023 - The Principal held the Election of Officers, Reviewed the Purpose of School Site Council, Reviewed, revised and adopted the meeting calendar, Reviewed, revised and approved of the Site Council by-laws and Home-school compact

February 23, 2023 - The Principal provided updates around professional development and the implementation of the Dual Language Immersion Program, Reviewed Parent Involvement Policy, By Laws, and Introducee the SPSA adding any new information about funding and/or achievement needs.

March 23, 2023 - The Site Council Reviewed the School Safety Plan, made suggestions and approved the plan

May 4, 2023 - Members of the School Site Council created a parent survey, reviewed the dress code for the handbook, and reviewed the budget and goals for 2022-2023.

May 22, 2019 - Members of School Site Council introduced draft of SPSA to McDowell staff

June 1, 2023 - Principal presented first draft of SPSA to School Site Council for consideration. Requested that ELAC representative sign on behalf of ELAC.

## Resource Inequities

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

As a Title I school, the additional funds we receive are directed towards improving student achievement for underserved students. In reviewing the LEA and school-level budgeting, no inequities were found. There is additional need for teacher professional learning and collaboration on mathematics CCSS and related Math Practices as well as strategies in support of increased academic discourse. There is additional time needed to address learning gaps including time for scaffolding learning and needed intervention. Curricular needs include the need for differentiated materials to enable students of all levels to have access to the grade level standards. Additional training and support is also needed in creating and monitoring small group instruction designed to support each student in academic growth.

# 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%	1.79%	2.45%	2	4	6
African American	0.9%	0.89%	0.82%	2	2	2
Asian	2.6%	1.79%	2.04%	6	4	5
Filipino	0.4%	0.45%	0.82%	1	1	2
Hispanic/Latino	86.8%	85.71%	86.94%	198	192	213
Pacific Islander	0.4%	0.89%	0%	1	2	0
White	7.0%	6.70%	5.71%	16	15	14
Multiple/No Response	0.9%	1.79%	1.22%	2	4	3
<b>Total Enrollment</b>				228	224	245

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	45	50
Grade 1	25	32	33
Grade 2	34	28	37
Grade 3	32	28	31
Grade 4	22	31	36
Grade 5	36	24	29
Grade 6	31	36	29
<b>Total Enrollment</b>	228	224	245

### Conclusions based on this data:

1. We serve a predominately Hispanic and Latino population, at 87%.
2. Our enrollment has grown during the last three years, as we have added grade levels.
3. Student enrollment varies across grade levels creating increased challenges due to a large number of combination grade classrooms.

# 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	137	152	165	60.1%	67.9%	67.3%
Fluent English Proficient (FEP)	32	31	30	14.0%	13.8%	12.2%
Reclassified Fluent English Proficient (RFEP)	25	35		18.2%	23.0%	

### Conclusions based on this data:

1. We serve a majority of English Learners at our school, at 67.3%.
2. Our English Learner population percentage has increased over time, as the Fluent English Proficient percentage has decreased.
3. Our percentage of English learners reclassified was 23%%, which is a 4.8% increase from the previous year.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	31	29		0	28		0	28		0.0	96.6	
Grade 4	14	30		0	30		0	30		0.0	100.0	
Grade 5	36	27		0	25		0	25		0.0	92.6	
Grade 6	25	38		0	35		0	35		0.0	92.1	
All Grades	106	124		0	118		0	118		0.0	95.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.			3.57			10.71			35.71			50.00	
Grade 4		2402.			6.67			16.67			20.00			56.67	
Grade 5		2425.			4.00			12.00			20.00			64.00	
Grade 6		2471.			5.71			22.86			28.57			42.86	
All Grades	N/A	N/A	N/A		5.08			16.10			26.27			52.54	

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		*			*			*	
Grade 4		6.67			56.67			36.67	
Grade 5		*			*			*	
Grade 6		14.29			40.00			45.71	
All Grades		9.32			51.69			38.98	

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		*			*			*	
Grade 4		3.33			46.67			50.00	
Grade 5		*			*			*	
Grade 6		0.00			42.86			57.14	
All Grades		2.54			40.68			56.78	

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		*			*			*	
Grade 4		16.67			70.00			13.33	
Grade 5		*			*			*	
Grade 6		17.14			68.57			14.29	
All Grades		10.17			71.19			18.64	

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		*			*			*	
Grade 4		6.67			60.00			33.33	
Grade 5		*			*			*	
Grade 6		11.43			57.14			31.43	
All Grades		6.78			62.71			30.51	

**Conclusions based on this data:**

1. Participation rate is high, at 95.2%.
2. Overall in ELA, 21.18% of students met or exceeded standards. Overall 43.22% students were at or near standard in writing as compared to 61.01% students at or near standard in reading.
3. Overall in Listening, 81.36% of students met or exceeded standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	31	29		0	28		0	28		0.0	96.6	
Grade 4	14	30		0	30		0	30		0.0	100.0	
Grade 5	36	27		0	27		0	27		0.0	100.0	
Grade 6	25	38		0	36		0	36		0.0	94.7	
All Grades	106	124		0	121		0	121		0.0	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2386.			10.71			7.14			35.71			46.43	
Grade 4		2415.			3.33			16.67			30.00			50.00	
Grade 5		2407.			0.00			7.41			25.93			66.67	
Grade 6		2476.			5.56			13.89			22.22			58.33	
All Grades	N/A	N/A	N/A		4.96			11.57			28.10			55.37	

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		*			*			*	
Grade 4		6.67			43.33			50.00	
Grade 5		*			*			*	
Grade 6		11.11			38.89			50.00	
All Grades		7.44			38.02			54.55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		6.67			43.33			50.00	
Grade 5		*			*			*	
Grade 6		2.78			52.78			44.44	
All Grades		4.13			49.59			46.28	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		3.33			46.67			50.00	
Grade 5		*			*			*	
Grade 6		5.56			58.33			36.11	
All Grades		4.13			57.85			38.02	

**Conclusions based on this data:**

1. Participation rate is high, at 98%.
2. Overall in mathematics, 16.53% of students met or exceeded standards.
3. 45.46% of students were at or near standard in Concepts and Procedures as compared to 61.98% in Communicating Reasoning. .

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1433.9	1417.1		1449.3	1433.8		1397.8	1377.9		30	41	
<b>1</b>	1436.1	1426.6		1457.3	1446.4		1414.3	1406.3		15	21	
<b>2</b>	1463.3	1465.1		1475.8	1482.4		1450.1	1447.4		16	18	
<b>3</b>	1455.9	1486.6		1454.1	1501.1		1457.2	1471.6		18	16	
<b>4</b>	1497.6	1513.7		1513.0	1519.8		1481.8	1507.0		14	19	
<b>5</b>	1537.5	1495.5		1540.7	1514.4		1533.6	1476.3		20	15	
<b>6</b>	*	1551.8		*	1574.3		*	1528.8		10	15	
<b>All Grades</b>										123	145	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	16.67	12.20		43.33	26.83		26.67	26.83		13.33	34.15		30	41	
<b>1</b>	0.00	0.00		33.33	19.05		33.33	61.90		33.33	19.05		15	21	
<b>2</b>	0.00	5.56		50.00	38.89		37.50	44.44		12.50	11.11		16	18	
<b>3</b>	0.00	6.25		33.33	43.75		38.89	37.50		27.78	12.50		18	16	
<b>4</b>	14.29	21.05		28.57	47.37		50.00	21.05		7.14	10.53		14	19	
<b>5</b>	35.00	26.67		35.00	20.00		25.00	20.00		5.00	33.33		20	15	
<b>6</b>	*	40.00		*	40.00		*	13.33		*	6.67		*	15	
<b>All Grades</b>	11.38	14.48		36.59	32.41		34.15	32.41		17.89	20.69		123	145	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	23.33	19.51		50.00	31.71		13.33	24.39		13.33	24.39		30	41	
<b>1</b>	20.00	9.52		26.67	47.62		53.33	28.57		0.00	14.29		15	21	
<b>2</b>	25.00	27.78		31.25	55.56		31.25	5.56		12.50	11.11		16	18	
<b>3</b>	5.56	37.50		66.67	43.75		5.56	18.75		22.22	0.00		18	16	
<b>4</b>	21.43	42.11		57.14	47.37		14.29	0.00		7.14	10.53		14	19	
<b>5</b>	50.00	53.33		40.00	20.00		10.00	0.00		0.00	26.67		20	15	
<b>6</b>	*	66.67		*	26.67		*	0.00		*	6.67		*	15	
<b>All Grades</b>	23.58	32.41		46.34	38.62		18.70	13.79		11.38	15.17		123	145	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	16.67	7.32		6.67	9.76		56.67	43.90		20.00	39.02		30	41	
<b>1</b>	0.00	0.00		20.00	4.76		26.67	28.57		53.33	66.67		15	21	
<b>2</b>	0.00	5.56		25.00	27.78		31.25	27.78		43.75	38.89		16	18	
<b>3</b>	0.00	0.00		27.78	25.00		27.78	43.75		44.44	31.25		18	16	
<b>4</b>	0.00	5.26		21.43	52.63		21.43	10.53		57.14	31.58		14	19	
<b>5</b>	10.00	13.33		25.00	13.33		60.00	20.00		5.00	53.33		20	15	
<b>6</b>	*	6.67		*	53.33		*	33.33		*	6.67		*	15	
<b>All Grades</b>	5.69	5.52		18.70	23.45		39.84	31.72		35.77	39.31		123	145	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	26.67	17.07		66.67	58.54		6.67	24.39		30	41	
<b>1</b>	20.00	33.33		80.00	57.14		0.00	9.52		15	21	
<b>2</b>	18.75	22.22		68.75	72.22		12.50	5.56		16	18	
<b>3</b>	5.56	43.75		77.78	50.00		16.67	6.25		18	16	
<b>4</b>	28.57	63.16		64.29	36.84		7.14	0.00		14	19	
<b>5</b>	30.00	13.33		70.00	60.00		0.00	26.67		20	15	
<b>6</b>	*	33.33		*	60.00		*	6.67		*	15	
<b>All Grades</b>	20.33	30.34		71.54	56.55		8.13	13.10		123	145	



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	17.24	24.39		68.97	48.78		13.79	26.83		29	41	
<b>1</b>	6.67	4.76		80.00	76.19		13.33	19.05		15	21	
<b>2</b>	31.25	33.33		62.50	61.11		6.25	5.56		16	18	
<b>3</b>	16.67	43.75		61.11	50.00		22.22	6.25		18	16	
<b>4</b>	50.00	47.37		41.67	42.11		8.33	10.53		12	19	
<b>5</b>	78.95	60.00		21.05	20.00		0.00	20.00		19	15	
<b>6</b>	*	66.67		*	26.67		*	6.67		*	15	
<b>All Grades</b>	31.09	35.86		56.30	48.28		12.61	15.86		119	145	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	6.67	7.32		80.00	60.98		13.33	31.71		30	41	
<b>1</b>	0.00	0.00		46.67	19.05		53.33	80.95		15	21	
<b>2</b>	6.25	11.11		56.25	55.56		37.50	33.33		16	18	
<b>3</b>	5.56	0.00		33.33	56.25		61.11	43.75		18	16	
<b>4</b>	7.14	5.26		50.00	57.89		42.86	36.84		14	19	
<b>5</b>	25.00	13.33		55.00	33.33		20.00	53.33		20	15	
<b>6</b>	*	6.67		*	66.67		*	26.67		*	15	
<b>All Grades</b>	8.13	6.21		53.66	51.03		38.21	42.76		123	145	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	16.67	14.63		43.33	34.15		40.00	51.22		30	41	
<b>1</b>	0.00	0.00		53.33	71.43		46.67	28.57		15	21	
<b>2</b>	0.00	16.67		56.25	50.00		43.75	33.33		16	18	
<b>3</b>	5.56	12.50		55.56	75.00		38.89	12.50		18	16	
<b>4</b>	0.00	21.05		64.29	63.16		35.71	15.79		14	19	
<b>5</b>	5.00	26.67		90.00	33.33		5.00	40.00		20	15	
<b>6</b>	*	26.67		*	66.67		*	6.67		*	15	
<b>All Grades</b>	5.69	15.86		59.35	53.10		34.96	31.03		123	145	

**Conclusions based on this data:**

1. In 2021-2022, 46.89% of EL students increased a level or maintained level 4.
2. When considering the ELPAC sub-domains, for Reading only 6.217% of students performed at the Well Developed level compared to 15.86% for writing, 35.86% in speaking and 30.34% in listening, which means that reading is the area of greatest need and students would benefit from more reading intervention.
3. For Overall Language, over a third of English Learners were still at a Level 3 in grades 4 and 5, with 47.37% and 20.00% at a Level 3 respectively, which supports the need for further support for Level 3 students in the upper grades. .

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>220</b>	<b>206</b>	<b>139</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in McDowell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	139	139
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	206	206
Students with Disabilities	51	23%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.91%
American Indian	4	1.82%
Asian	4	1.82%
Filipino	1	0.45%
Hispanic	193	87.73%
Two or More Races	3	1.36%
Pacific Islander		
White	13	5.91%

**Conclusions based on this data:**

1. Most of our students are socio-economically disadvantaged, at 84.1%.
2. The highest ethnicity subgroup is Hispanic at 87.73%, but overall the most heavily represented subgroup is socio-economically disadvantaged at 84.91%.
3. 63.18% of students are English language learners.









# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
--------------------------	--------------------------------------------	-------------------------	------------------------------------

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.









# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars will experience an excellent, diverse, equitable, and inclusive education.

## Goal 1

All student scholars will experience an excellent, diverse, equitable, and inclusive education.

## Identified Need

1. There is a need for increase student mastery of CCSS through professional learning and planning.
2. There is a need to increase student mastery of Domain 1 (Concepts and Procedures) by increasing fluency through daily solving of word problems, number talks, and ongoing formative assessment.
3. There is a need to increase student discourse through the use of Talk Moves (Academic Conversations).
4. There is a need to further support Emergent Bilingual Students through research based strategies such as the Three Reads Strategy and use of tools to provide greater access to the solving of word problems and building of conceptual understanding.
5. Establish a data system to identify students needing intervention and monitor progress using the CORE Phonics Survey.
6. Implement a Tiered Intervention System through teacher collaboration with the reading specialist.
7. Develop a systematic process for the teaching of foundational skills through a focus on the key components of the adopted program.
8. Provide targeted intervention instruction for all students needing intervention facilitated by the reading specialist and the core classroom teacher.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Learning on CCSS Math and the adopted curriculum	Teachers are provided with professional learning on CCSS and the adopted curriculum	Students will demonstrate a 5% growth in the Star Math Assessment as well as in the Summative Assessments in the adopted curriculum.
Fluency: Formative Assessment Data & Classroom Observations	Implement fluency through daily word problems and number talks along with formative assessment.	Teachers will have formative assessment fluency data for all students and implement daily instruction of word problems and number talks by June 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establish a coherent system for the teaching of foundational skills.	Build coherence in tools and structures used to support the teaching of foundational skills.	100% of classrooms will use common tools for the instruction of foundational skills.
Decrease the number of students lacking foundational skills through a response to intervention system.	Teachers will participate in regular PLCs to evaluate data and plan intervention groups.	Students will demonstrate a 5% growth in the Star Reading Assessment, CORE Phonics survey, and the CAASPP.

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

Purchase Books/materials - American Reading Company Intervention Progra

#### 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)

3500

Source(s)

LCFF - 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

Field Trips to enhance student background development

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Improve learning gardens to enhance hands on Science activities

#### **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)

300

Source(s)

LCFF - Supplemental

#### **Strategy/Activity 4**

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

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

All students

Strategy/Activity

Technology Update to create a more accessible curriculum for all students

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

725

Source(s)

LCFF - Supplemental

#### **Strategy/Activity 5**

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

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

All students

Strategy/Activity

Teacher Professional Development - Wonders/TCI

#### **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)

3500

Source(s)

Title I

#### **Strategy/Activity 6**

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

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

All students

### Strategy/Activity

1f. Utilize personnel to provide increased enrichment opportunities to develop practices aligned to the school vision in the area of mathematics and literacy involving increased student voice, agency, and bi-literacy.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

All strategies were implemented, except 1d, technology updates. All strategies and activities are deemed effective as we reached our goals.

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

1d for technology was not implemented because goal was reached through other resources. 1e professional development plans for teachers changed as noted in the "change" section below.

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.

1e budget was decreased due to increased teacher interest in professional development in goal 4 rather than goal 1. .

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars will have rich academic options that meet their unique needs.

## Goal 2

All student scholars will have rich academic options that meet their unique needs.

## Identified Need

Need for professional learning to staff on designated and integrated instruction in order to better meet the needs of English Learners.  
 Need for professional learning, planning, and coaching on specific strategies to be used for designated and integrated instruction (Three-Reads, Close Reading "Juicy Sentences", Keystone Pedagogies, EL Road Map, etc.)  
 Need for Increase student talk through the implementation of Academic Conversations strategies and grade level goals. (Strategy, articulation)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	In 2021-2022 our EL students scored 77.4 points below standard.	Increase the percent of EL students that meet and exceed standards on CAASPP Math by 5%.
ELPAC	47.3 of EL students either increased a level or maintained level 4.	Increase the percentage of EL students increasing a level or maintaining level 4 by 5% by June 2024.

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)

English Learners in grades TK-K

### Strategy/Activity

2a. Bilingual Instructional aide in early TK and/or K

### 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)

25,000

Source(s)

Title I

### **Strategy/Activity 2**

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

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

All

Strategy/Activity

Bilingual Resource Teacher (BRT), Spanish teacher, and/or administrator procure materials, resources, and training to continue improving Spanish program

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Title I

### **Strategy/Activity 3**

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

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

Upper grade students

Strategy/Activity

Purchase of subscriptions to online learning programs

#### **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)

2200

Source(s)

LCFF - Supplemental

### **Strategy/Activity 4**

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

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

Primary teachers

Strategy/Activity

TK-3 teachers progress monitor for literacy skills - Phonics Screener and other assessments requiring 1 on 1 work

**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)

2500

Source(s)

LCFF - Supplemental

**Strategy/Activity 5**

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

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

Select students based on data

Strategy/Activity

Response to intervention program for both Academic and SEL including small group support for students, project based learning, and enrichment on 6-8 week cycles provided by certificated teachers and/or program specialists.

**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)

7000

Source(s)

Title I

**Strategy/Activity 6**

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

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

All

Strategy/Activity

Each classroom teacher released 3 times per year for data analysis and assignment of intervention groups "Intervention Planning Days"

**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)

5000

Source(s)

Title I

**Strategy/Activity 7**

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

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

Select students based on data

Strategy/Activity

Instructional Assistant uses Lexia reports to teach ready-made mini-lessons to small groups of students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5500

Title I

### Strategy/Activity 8

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

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

All

Strategy/Activity

Teachers have a mid-year day to gauge progress toward SPSA goals and continue working on literacy, bilingual, and intervention initiatives

### 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)

1200

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

All were implemented except for the staff liaison to after-school programs, due to improvements in management of after-school program and communication between leadership.

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

Monetary expenditures for Spanish program development and literacy school-wide focus were less than anticipated.



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.

Metrics will remain the same, with the above-mentioned differences in budget expenditures adjusted. .

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars and families will be engaged in their learning community.

## Goal 3

All student scholars and families will be engaged in their learning community.

## Identified Need

Family participation in groups and events has improved over the past three years. Average parent response on surveys is 100 of 270 students. ELAC and participation averages above 15 sign-ins per meeting, frequently with the same families represented at each meeting.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance of PTA, ELAC, Cafecitos, School Site Council meetings	15+ sign ins are recorded for each Cafecitos, ELAC, and PTA meeting, with much overlap in parent membership.	Maintain or increase PTA and ELAC meeting attendance by improving outreach. Maintain members of School Site Council.
Attendance of conferences	Fall conferences average attendance rate was 95% school-wide.	Maintain high attendance rate of Fall conferences by teachers using families' preferred communication channels and offering translation.
Attendance of Back to School Night and Open House	Fall attendance to back to school night was greater than open house.	Maintain or increase attendance of school-wide events by providing food, translation and outreach.
Family Survey	SSC, ELAC, and staff worked to create a family survey.	Family survey to be conducted by 2024.

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)

English Learners

Strategy/Activity

Retain full-time bilingual clerk typist (district-funded) to facilitate bilingual conferences and stakeholder meetings, translate documents. Hire part-time translators to ensure Spanish translations for all communications and events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1500

Title I

**Strategy/Activity 2**

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

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

All

Strategy/Activity

3b. Utilize Parent Square, Facebook, ClassDojo, and more for ongoing communication. Increase membership and activity on Parent Square and Facebook through strategic high-quality messages. Utilize signage and personal contacts more frequently. Teachers survey families or communicate at conferences about preferred modes of communication, choosing from a variety of options: Facebook, Parent Square, ClassDojo, and more.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

All

Strategy/Activity

Supplies for Community meetings will be provided

**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)

1620

Title I

### Strategy/Activity 4

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

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

All

#### Strategy/Activity

Provide Presentations for community

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

All strategies and activities were completed and parent participation increased slightly.

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

Strategy 3d incurred less cost than anticipated.

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.

Metrics address specific attendance rates and goals. Strategies and activities remain the same. .

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All student scholars will have access to a safe and healthy learning environment

## Goal 4

All student scholars will have access to a safe and healthy learning environment

## Identified Need

1. There is a need to conduct root cause analysis to determine reasons for increased absenteeism and suspensions.
2. There is a need to develop baseline non-cognitive survey data related to SEL with a focus on student's sense of connectedness as related to voice, agency, identity, and language.
3. There is a need to increase student voice, agency and positive identity through professional learning on SEL strategies.
4. There is a need to identify and implement instructional strategies to promote bi-literacy and cultural awareness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension indicator	3.3% suspended at least once, and declined 1.6%	Decrease suspension rate to less than 3%.
Chronic absenteeism	11.3% of students are chronically absent, and declined 3.9%	Decrease chronic absenteeism to less than 10%
Agency and Voice Student and Staff Survey	Identify survey questions and collect baseline data by end of year using Panorama Survey Questions and other metrics.	Use the baseline to develop a goal for increased student agency and voice in subsequent years.
Academic Conversations Data Collection Tool	Calibrate and generate baseline data on the quality and opportunities for academic conversations on the part of students.	Improve by 10% by June 2021 using the Academic Conversations Data Collection Tool

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

Strategy/Activity

4a. Monthly assemblies on character traits and to connect citizenship

**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)

900

Source(s)

Title I

**Strategy/Activity 2**

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

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

All

Strategy/Activity

4b. After-school enrichment opportunities will be offered

**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)

2000

Source(s)

LCFF - Supplemental

**Strategy/Activity 3**

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

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

All

Strategy/Activity

4c. "Guidance specialist" or counselor (partially district-funded) on site full time 5 days per week to support student social-emotional health. The guidance specialist collaborates with Family Resource Center (FRC), Petaluma People Services (PPS) to support families and students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

16,000

Source(s)

Title I

## Strategy/Activity 4

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

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

All

### Strategy/Activity

4d. Professional development on Social Emotional Learning through student agency and voice, bi-literacy, & culturally responsive teaching

### 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)

2500

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

All strategies and activities complete.

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

Prior goal was more about strategies. It has now become a goal. Teachers were interested in pursuing professional development for mindfulness in education to support and engage all students. Cost of 4b was less than anticipated.

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.

Continued focus of teacher professional development will be on mindfulness education and socio-emotional learning. .

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,445.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$73,720.00

Subtotal of additional federal funds included for this school: **\$73,720.00**

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$16,725.00

Subtotal of state or local funds included for this school: **\$16,725.00**

Total of federal, state, and/or local funds for this school: **\$90,445.00**

# School Site Council Membership

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

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

Name of Members	Role
Ruth Miller	Principal
Kelly Wood	Classroom Teacher
Mary Caballero	Other School Staff
McKenzie Anderson	Classroom Teacher
Eugenia Praetzel	Classroom Teacher
Liliana Bernal	Parent or Community Member
Luis Zapeda	Parent or Community Member
Miriam Padilla	Parent or Community Member
Adriana Hernandez	Parent or Community Member
Horacio Gonzalez	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
Karing Cruz	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 May 19, 2023.

Attested:

	Principal, Ruth Miller on 05/19/23
	SSC Chairperson, Mary Caballero on 05/19/23

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019