

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
E. M. GRIMMER ELEMENTARY SCHOOL	01-61176-6000590	April 26, 2022	June 29, 2022

Purpose and Description

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

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. E. M. GRIMMER ELEMENTARY SCHOOL works in collaboration with the Instructional Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. The Single Plan for Student Achievement (SPSA) plans are aligned to the District’s Local Control and Accountability Plan (LCAP) to ensure alignment. State and federal funds that E. M. GRIMMER ELEMENTARY SCHOOL receives all supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

Grimmer Elementary School works in collaboration with the Instructional Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. The Single Plan for Student Achievement (SPSA) plans are aligned to the District’s Local Control and Accountability Plan (LCAP) to ensure alignment. State and federal funds that Grimmer Elementary School receives all supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.21%	0.61%	0.2%	1	3	1
African American	1.87%	1.84%	1.4%	9	9	6
Asian	26.61%	26.43%	32.1%	128	129	137
Filipino	7.69%	6.56%	7.0%	37	32	30
Hispanic/Latino	50.1%	50.2%	48.7%	241	245	208
Pacific Islander	1.04%	0%	%	5	0	
White	9.36%	10.04%	6.3%	45	49	27
Multiple/No Response	2.29%	3.28%	2.1%	11	16	9
Total Enrollment				481	488	427

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	70	71
Grade 1	71	78	63
Grade 2	91	61	77
Grade 3	70	85	60
Grade 4	55	71	76
Grade 5	69	48	68
Grade 6	50	75	12
Total Enrollment	481	488	427

Conclusions based on this data:

- Total number of students enrolled decreased by approximately 12% between 2020 and 2021. One factor being the transition of outgoing fifth graders to the middle school in 2020. 2022 saw a more significant decrease in enrollment.
- There was a significant decrease in white students from 2020 to 2021, while asian and hispanic students continue to be the largest student groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	146	123	87	30.4%	25.2%	20.4%
Fluent English Proficient (FEP)	111	122	89	23.1%	25.0%	20.8%
Reclassified Fluent English Proficient (RFEP)	56	32	14	28.3%	21.9%	11.4%

Conclusions based on this data:

1. With the changing population of Grimmer between 2020- and 2021, there has been a decrease in the number of English Learners. Proportionately, the number of FEP students remained about the same.
2. Between 2020 and 2021 the percentage of students reclassified to English Proficient decreased substantially. The students were not provided in-person instruction through the 2020-2021 school year because of the pandemic.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	61	51	55	61	0	55	61	0	90.2	100	0.0
Grade 4	70	50	66	66	50	0	66	50	0	94.3	100	0.0
Grade 5	46	62	61	46	62	0	46	62	0	100	100	0.0
Grade 6	52	45	12	52	44	0	52	44	0	100	97.8	0.0
All Grades	229	218	190	219	217	0	219	217	0	95.6	99.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2445.	2438.		34.55	34.43		27.27	18.03		14.55	22.95		23.64	24.59	
Grade 4	2499.	2527.		39.39	44.00		28.79	32.00		15.15	18.00		16.67	6.00	
Grade 5	2505.	2552.		17.39	41.94		36.96	29.03		17.39	19.35		28.26	9.68	
Grade 6	2560.	2566.		26.92	25.00		28.85	40.91		38.46	29.55		5.77	4.55	
All Grades	N/A	N/A	N/A	30.59	36.87		30.14	29.03		21.00	22.12		18.26	11.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.04	32.79		44.44	44.26		18.52	22.95	
Grade 4	34.85	42.00		46.97	54.00		18.18	4.00	
Grade 5	21.74	41.94		58.70	46.77		19.57	11.29	
Grade 6	26.92	22.73		42.31	56.82		30.77	20.45	
All Grades	30.73	35.48		47.71	49.77		21.56	14.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.48	32.79		38.89	37.70		29.63	29.51	
Grade 4	36.36	40.00		51.52	54.00		12.12	6.00	
Grade 5	30.43	41.94		41.30	46.77		28.26	11.29	
Grade 6	26.92	34.09		67.31	59.09		5.77	6.82	
All Grades	31.65	37.33		50.00	48.39		18.35	14.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.93	21.31		59.26	59.02		14.81	19.67	
Grade 4	24.24	32.00		60.61	60.00		15.15	8.00	
Grade 5	17.39	27.42		58.70	61.29		23.91	11.29	
Grade 6	19.23	22.73		73.08	70.45		7.69	6.82	
All Grades	22.02	25.81		62.84	62.21		15.14	11.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.04	31.15		40.74	40.98		22.22	27.87	
Grade 4	31.82	38.00		53.03	60.00		15.15	2.00	
Grade 5	32.61	45.16		43.48	41.94		23.91	12.90	
Grade 6	40.38	38.64		51.92	52.27		7.69	9.09	
All Grades	35.32	38.25		47.71	47.93		16.97	13.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Participation rates for Grimmer were near 100% for 2018-19. Because of Covid, there was no standardized testing in 2019-2020.
2. There was an increase in overall achievement for All Students in English language arts (ELA) for the 2018-2019 school year. The percentage of students at or above standard in ELA increased 4.71%. Because of Covid, there was no standardized testing in 2019-2020.

3. While there was an increase in proficiency of approximately 7% for reading and 3% for writing, we feel this should continue to be the area of focus for the coming year as there are still approximately 15% below standard in reading and nearly 16% below standard in writing. Because of Covid, there was no standardized testing in 2019-2020.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	61	51	60	61	0	60	61	0	98.4	100	0.0
Grade 4	69	50	66	68	50	0	68	50	0	98.6	100	0.0
Grade 5	46	62	61	46	62	0	46	62	0	100	100	0.0
Grade 6	52	45	12	52	44	0	52	44	0	100	97.8	0.0
All Grades	228	218	190	226	217	0	226	217	0	99.1	99.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2462.	2460.		33.33	39.34		25.00	21.31		21.67	14.75		20.00	24.59	
Grade 4	2500.	2533.		22.06	40.00		39.71	32.00		27.94	26.00		10.29	2.00	
Grade 5	2555.	2572.		32.61	51.61		32.61	20.97		28.26	12.90		6.52	14.52	
Grade 6	2549.	2573.		25.00	22.73		28.85	40.91		28.85	25.00		17.31	11.36	
All Grades	N/A	N/A	N/A	27.88	39.63		31.86	27.65		26.55	18.89		13.72	13.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.00	49.18		33.33	19.67		26.67	31.15	
Grade 4	42.65	64.00		36.76	18.00		20.59	18.00	
Grade 5	39.13	59.68		36.96	24.19		23.91	16.13	
Grade 6	34.62	50.00		40.38	34.09		25.00	15.91	
All Grades	39.38	55.76		36.73	23.50		23.89	20.74	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.67	37.70		38.33	40.98		25.00	21.31	
Grade 4	26.47	38.00		55.88	56.00		17.65	6.00	
Grade 5	41.30	43.55		54.35	45.16		4.35	11.29	
Grade 6	25.00	18.18		50.00	63.64		25.00	18.18	
All Grades	31.86	35.48		49.56	50.23		18.58	14.29	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.67	49.18		43.33	32.79		15.00	18.03	
Grade 4	36.76	44.00		50.00	44.00		13.24	12.00	
Grade 5	36.96	40.32		52.17	45.16		10.87	14.52	
Grade 6	21.15	25.00		51.92	65.91		26.92	9.09	
All Grades	34.51	40.55		49.12	45.62		16.37	13.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was an increase of 7.54% in overall achievement for All Students in the area of math. Because of Covid, there was no standardized testing in 2019-2020.
2. A focus on mathematical concepts and procedures was moderately successful. The data shows that students near standard to above standard increased by 3.14%. However, there continues to be a need to focus on the nearly 21% who are below standard. Because of Covid, there was no standardized testing in 2019-2020.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1413.3	1399.8	1432.4	1417.2	1406.4	1434.4	1403.6	1384.2	1427.8	45	23	21
1	1472.9	1429.8	1434.7	1491.3	1456.5	1439.5	1454.0	1402.7	1429.5	44	19	15
2	1468.1	1450.2	1438.6	1494.6	1466.6	1443.6	1441.4	1433.1	1433.1	28	28	19
3	1482.0	1469.4	1414.9	1484.4	1473.3	1417.8	1479.1	1465.0	1411.4	29	16	14
4	1538.7	1544.9	1416.3	1551.0	1559.6	1411.0	1525.8	1529.9	1421.3	20	12	16
5	1531.2	1504.8	1493.2	1527.4	1507.4	1491.3	1534.6	1501.6	1494.8	17	14	19
6	1551.7	*	*	1541.8	*	*	1561.3	*	*	20	*	*
All Grades										203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	13.04	28.57	*	60.87	23.81	*	0.00	19.05	*	26.09	28.57	45	23	21
1	52.27	26.32	13.33	29.55	21.05	33.33	*	26.32	33.33	*	26.32	20.00	44	19	15
2	57.14	7.14	15.79	*	57.14	31.58		21.43	26.32	*	14.29	26.32	28	28	19
3	*	0.00	0.00	*	62.50	42.86	*	18.75	35.71	*	18.75	21.43	29	16	14
4	*	25.00	12.50	*	66.67	37.50		8.33	12.50	*	0.00	37.50	20	12	16
5	*	28.57	21.05	*	21.43	31.58		42.86	31.58	*	7.14	15.79	17	14	19
6	60.00	*	*	*	*	*		*	*	*	*	*	20	*	*
All Grades	50.25	15.79	16.82	27.09	48.25	32.71	9.36	18.42	26.17	13.30	17.54	24.30	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.67	17.39	23.81	*	47.83	28.57	*	13.04	14.29	*	21.74	33.33	45	23	21
1	70.45	47.37	20.00	*	10.53	40.00	*	21.05	26.67	*	21.05	13.33	44	19	15
2	78.57	35.71	26.32	*	39.29	21.05		10.71	31.58	*	14.29	21.05	28	28	19
3	44.83	37.50	21.43	*	31.25	42.86	*	18.75	14.29	*	12.50	21.43	29	16	14
4	65.00	83.33	18.75	*	16.67	37.50	*	0.00	12.50	*	0.00	31.25	20	12	16
5	88.24	42.86	31.58	*	35.71	47.37		14.29	10.53	*	7.14	10.53	17	14	19
6	70.00	*	*	*	*	*		*	*	*	*	*	20	*	*
All Grades	63.55	40.35	24.30	16.26	31.58	36.45	6.40	13.16	17.76	13.79	14.91	21.50	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	13.04	28.57	*	39.13	9.52	37.78	21.74	38.10	*	26.09	23.81	45	23	21
1	29.55	5.26	13.33	36.36	0.00	33.33	*	63.16	20.00	29.55	31.58	33.33	44	19	15
2	*	0.00	10.53	*	35.71	31.58	*	35.71	21.05	*	28.57	36.84	28	28	19
3	*	0.00	0.00	*	25.00	28.57	*	50.00	28.57	*	25.00	42.86	29	16	14
4	*	8.33	12.50	*	50.00	18.75	*	41.67	18.75	*	0.00	50.00	20	12	16
5	*	0.00	5.26	*	21.43	31.58	*	64.29	42.11	*	14.29	21.05	17	14	19
6	*	*	*	*	*	*	*	*	*	*	*	*	20	*	*
All Grades	29.56	4.39	12.15	28.08	28.95	26.17	22.17	42.98	28.04	20.20	23.68	33.64	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	68.89	26.09	33.33	*	52.17	52.38	*	21.74	14.29	45	23	21
1	72.73	52.63	46.67	*	26.32	46.67	*	21.05	6.67	44	19	15
2	67.86	25.00	26.32	*	60.71	57.89	*	14.29	15.79	28	28	19
3	37.93	0.00	42.86	48.28	68.75	35.71	*	31.25	21.43	29	16	14
4	*	33.33	18.75	*	66.67	50.00	*	0.00	31.25	20	12	16
5	*	7.14	15.79	*	85.71	63.16	*	7.14	21.05	17	14	19
6	*	*	*	60.00	*	*	*	*	*	20	*	*
All Grades	58.13	25.44	29.91	30.05	57.02	52.34	11.82	17.54	17.76	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.56	26.09	19.05	35.56	43.48	42.86	28.89	30.43	38.10	45	23	21
1	68.18	42.11	0.00	*	21.05	73.33	*	36.84	26.67	44	19	15
2	78.57	35.71	21.05	*	50.00	52.63	*	14.29	26.32	28	28	19
3	51.72	62.50	14.29	*	25.00	64.29	*	12.50	21.43	29	16	14
4	85.00	91.67	31.25	*	8.33	43.75	*	0.00	25.00	20	12	16
5	88.24	50.00	57.89	*	35.71	31.58	*	14.29	10.53	17	14	19
6	90.00	*	*	*	*	*	*	*	*	20	*	*
All Grades	65.52	46.49	27.10	18.72	33.33	48.60	15.76	20.18	24.30	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.78	4.35	19.05	48.89	73.91	57.14	*	21.74	23.81	45	23	21
1	50.00	5.26	33.33	*	63.16	33.33	27.27	31.58	33.33	44	19	15
2	*	0.00	0.00	*	71.43	68.42	*	28.57	31.58	28	28	19
3	*	0.00	0.00	55.17	56.25	35.71	37.93	43.75	64.29	29	16	14
4	*	8.33	6.25	60.00	83.33	43.75	*	8.33	50.00	20	12	16
5	*	7.14	21.05	70.59	85.71	52.63	*	7.14	26.32	17	14	19
6	*	*	*	*	*	*	*	*	*	20	*	*
All Grades	33.50	3.51	14.02	43.35	71.05	49.53	23.15	25.44	36.45	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.78	43.48	38.10	40.00	26.09	47.62	*	30.43	14.29	45	23	21
1	27.27	5.26	13.33	52.27	68.42	46.67	*	26.32	40.00	44	19	15
2	*	3.57	21.05	67.86	64.29	47.37	*	32.14	31.58	28	28	19
3	*	12.50	14.29	58.62	81.25	50.00	*	6.25	35.71	29	16	14
4	*	0.00	6.25	*	100.00	62.50	*	0.00	31.25	20	12	16
5	*	7.14	10.53	*	78.57	63.16	*	14.29	26.32	17	14	19
6	*	*	*	70.00	*	*	*	*	*	20	*	*
All Grades	30.05	13.16	17.76	52.71	64.91	54.21	17.24	21.93	28.04	203	114	107

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. By comparison, 2021 scores in overall summative assessment performance show an average decline in mean scaled scores of approximately 3%-4% across all grade levels with few exceptions.
2. While the percentage of students performing at a Level 4 for overall language increased from 2019 to 2021 by approximately 6%, the number of students performing at a Level 1 or 2 increased by approximately the same percentage.
3. It could be concluded that executing assessments in an online format affected overall performance for our English Learners.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
427	39.8	20.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	20.4
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	170	39.8
Students with Disabilities	68	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian or Alaska Native	1	0.2
Asian	137	32.1
Filipino	30	7.0
Hispanic	208	48.7
Two or More Races	9	2.1
Native Hawaiian or Pacific Islander		
White	27	6.3

Conclusions based on this data:

1. The number of Socioeconomically Disadvantaged students (SED), English Learners (EL), and Homeless students continue to decrease year-to-year. However, we continue to have 39.8% SED and 20.4% EL. Our Homeless population has decreased from 1.9% to .5%. Our percentage of students with disabilities has increased to 15.9%.

2. When further disaggregating the data, we find that these students continue to require additional resources in our target areas of ELA, ELD, & Math.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Blue		

Conclusions based on this data:

1. Chronic absenteeism continued to be a great concern during distance learning and through the 2021-2022 school year.
2. Although we don't have 2020-2021 dashboard data from which to make comparisons, after a review of site and district data, we feel that learning loss in English Language Development, English Language Arts, and Mathematics was substantial as a result of distance learning.
3. A conclusion can be made that continued targeted intervention efforts are necessary to increase knowledge of basic skills at each grade level.

School and Student Performance Data

Academic Performance English Language Arts

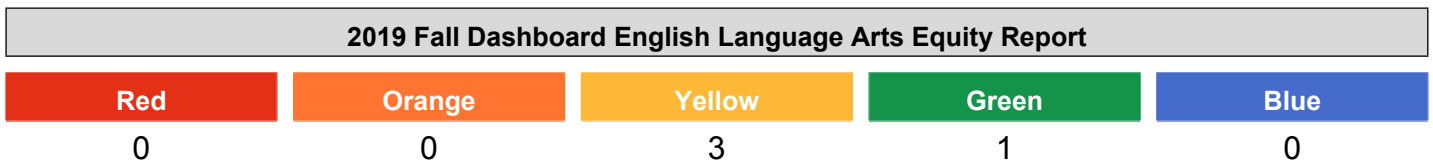
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 34.1 points above standard Increased Significantly ++10.0 points 228	<p>English Learners</p> Yellow 0.1 points above standard Declined -3.6 points 101	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 0.5 points above standard Maintained ++0.6 points 124	<p>Students with Disabilities</p> Yellow 7.1 points below standard Increased Significantly ++16.5 points 54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 90.8 points above standard Increased Significantly ++17.8 points 54	 No Performance Color 65.5 points above standard Increased Significantly ++19.8 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 points above standard Increased ++6.6 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 38.8 points above standard Declined -7.6 points 18

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.1 points below standard Declined -10.4 points 39	39.3 points above standard Declined -7.4 points 62	43.4 points above standard Increased Significantly ++20.1 points 106

Conclusions based on this data:

- While we do not have a dashboard comparison between 2019 and 2020, when reviewing site and district assessment data for 2020, the number of students performing one to two grade levels below grade level standards in English Language Arts is approximately 51%.
- Our Socioeconomically Disadvantaged students, English Learners, and students with disabilities make up the majority of this 51%.

School and Student Performance Data

Academic Performance Mathematics

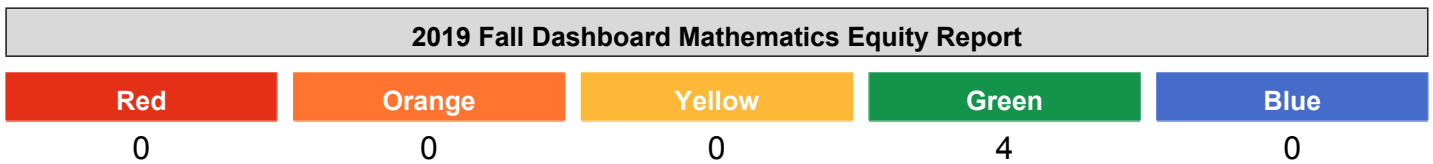
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 30.3 points above standard Increased Significantly ++20.2 points 228	<p>English Learners</p> Green 6.3 points above standard Increased ++9 points 101	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Green 2.8 points below standard Increased ++7.9 points 124	<p>Students with Disabilities</p> Green 19 points below standard Increased Significantly ++17.6 points 54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 94.5 points above standard Increased ++9.5 points 54	 No Performance Color 48.1 points above standard Increased ++3.1 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 0 points below standard Increased ++10 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 27.8 points above standard Maintained ++1.8 points 18

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
29.1 points below standard Increased ++9.9 points 39	28.7 points above standard Increased ++3.6 points 62	31 points above standard Increased ++9.1 points 106

Conclusions based on this data:

- While we do not have a dashboard comparison between 2019 and 2020, when reviewing site and district assessment data for 2020, the number of students performing one to two grade levels below grade level standards in Math is approximately 55%.
- Our Socioeconomically Disadvantaged students, English Learners, and students with disabilities make up the majority of this 55%.

School and Student Performance Data

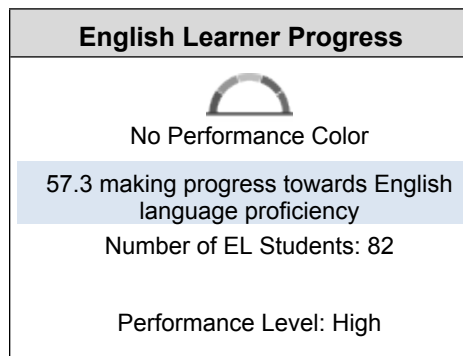
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	23.1	4.8	52.4

Conclusions based on this data:

1. While we do not have dashboard comparisons between 2019 and 2020. We did see a slight overall decrease in English Language proficiency rates on our ELPAC assessments for 2020.
2. We can conclude that assessing in a virtual environment may not have been as effective as in person assessments. However, it is evident that our English Learners continue to require targeted support for increased proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

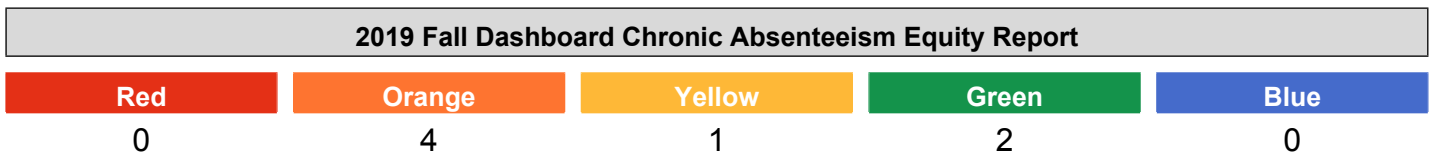
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7.4 Increased +0.5 514	<p>English Learners</p>  Orange 7.1 Increased +1.2 155	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 33.3 Increased +8.3 12	<p>Socioeconomically Disadvantaged</p>  Green 8 Declined -2 250	<p>Students with Disabilities</p>  Yellow 10.3 Declined -0.6 97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.6 Increased +4.2 143	 Orange 5.3 Increased +0.5 38
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 Declined -1.5 256	 No Performance Color 13.3 Increased +0.8 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 11.1 Increased +4.9 45

Conclusions based on this data:

1. While we do not have comparison data between 2019 and 2020, we have seen a significant increase in Chronic Absenteeism. We can conclude that a large percentage of this increase is due to the affects of Covid.
2. Based on site data, chronic absenteeism continues to be an area of concern, and will require additional interventions in the coming year.

School and Student Performance Data

Conditions & Climate Suspension Rate

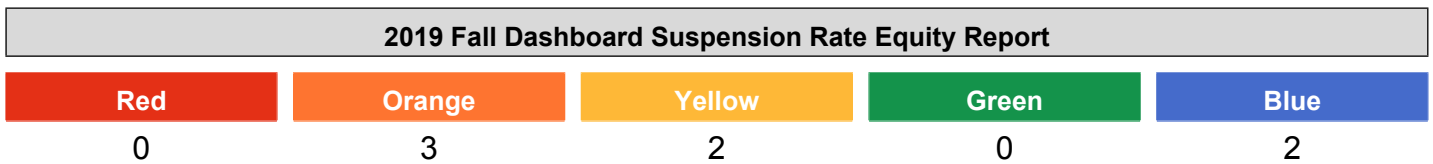
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.3 Increased +0.4 550	<p>English Learners</p>  Yellow 0.6 Increased +0.6 168	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color 7.7 Declined -11.1 13	<p>Socioeconomically Disadvantaged</p>  Orange 1.9 Increased +0.5 259	<p>Students with Disabilities</p>  Orange 2 Increased +1.1 99

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 13	 No Performance Color Less than 11 Students - Data 1	 Orange 1.8 Increased +1.2 168	 Blue 0 Maintained 0 38
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.3 263	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data 5	 Yellow 2.1 Maintained +0.2 47

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.3

Conclusions based on this data:

1. Due to distance learning there were no suspensions in the 2020-2021 school year.
2. Positive Behavior Interventions have been implemented bringing suspensions down significantly in the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide an educational environment that is conducive to learning.

Goal 1

By June 2023, All Grimmer students will participate in formal SEL lessons and organized leadership opportunities to address social and emotional needs as a means of decreasing behavior incidents and chronic absenteeism. Attendance will improve a minimum of 5% as measured by absenteeism data in the student information system (SIS). Behavior incidents will decrease by 5% as measured by behavior referrals through our PBIS program.

Identified Need

A review of attendance records, behavior referrals, and academic performance shows a clear link between academic performance and the percentage of time spent in school as well as the behavior incidents of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Absenteeism Reports	5%	3%
Monthly Behavior Referrals to Admin.	11	7

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Improve student involvement (ownership) of school initiatives through:
*Grimmer Bear Ambassadors to include a focus on anti-bullying, conflict resolution, inclusion, etc.
*Digital Citizenship Presentations in our computer lab.
*Social / character education lessons within classrooms, small social groups, and individual counseling - delivered by our school counselor
*Positive Behavior Intervention Support (PBIS) program. Complete rollout - year 3. Full staff participation.

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 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

When intervention is necessary, students will be referred to:

- *Grimmer COST team
- *SST Team
- *Elementary school counselor
- *SARP Team

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

5,850

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Hire a full time para educator to provide behavior support within general education classrooms for our general education students with special needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

52,380

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All students were able to participate in whole group and/or small group social emotional lessons (SEL) presented by our school counselor with proposed strategies implemented by classroom teachers.

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

There was an increase in academic levels for some students who participated in SEL lessons and activities. However, absenteeism increased because of Covid related health concerns. It was found that because of the transition from a virtual environment to in person learning, focus was diverted from student involvement in organized leadership opportunities to safety protocols.

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.

After reviewing data for this goal, we believe all students can benefit from continued SEL lessons as well as leadership opportunities giving them more ownership of their learning. A review of iReady academic data suggests a clear link between academic performance and SEL needs, especially for our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. It was also noted that there is an increase of students with special needs within our general education classrooms and with increased behavior comes interruption to instruction.

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 2: Increase the academic achievement of all students through challenging and engaging instruction.

Goal 2

By June 2023, reduce the number of at-promise Tier 3 students on the i-Ready ELA assessment assessment by 50%.

By June 2023, 80% of all students in grades 1-5 will achieve and/or exceed their Annual Typical Growth goals on the i-Ready ELA assessment, and 60% of all students will reach their Annual Stretch Growth goal in the i-Ready ELA assessment.

By June 2023, proficiency on the ESGI ELA assessments for kindergarten will increase by 3%.

Identified Need

Although the number of at-promise Tier 3 students decreased by approximately 45%, overall we continue to have approximately 44% of students one or more grade levels below average. The majority of students did show growth. However, stretch growth goals were not met, especially for those students who were already at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Tier 3 students on the i-Ready Reading/ELA assessments	13% of students at-promise (Tier 3)	16% of students at-promise (Tier 3)
Students meeting typical growth goals on i-Ready Reading/ELA assessments	60% of students meeting typical growth goals	100% of students meeting typical growth
Students meeting stretch growth goals on i-Ready Reading/ELA assessments	52% of students meeting stretch growth goals	70% of students meeting stretch growth goals

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California standards and ELD standards with district-wide priority standards in mind. Focus on: What we want students to learn.

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)

3,608

Source(s)

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Purchase engaging fiction and nonfiction literature to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,130

Source(s)

LCAP G2A5: Library Money

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

1.5 FTE instructional para educator to provide intervention support with Reading, language arts, ELD, & math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,780	LCAP G3A2: Intervention Funds
67,974	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

After a review of the data, while the goal was not met, it was found that the number of at-promise Tier 3 students decreased significantly. However, we still have 44% of students one or more grade levels below standard.

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

Because of the shortage of certificated substitute teachers, we were unable to have release days for MTSS planning and coordination with our intervention specialist. School Site Council voted to move funds to instructional materials to support teacher efficacy.

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.

As this was the first year using i-Ready assessments district-wide, we have made slight changes to our proficiency expectations. We anticipate being able to provide release days to our staff in the coming year.

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 2: Increase the academic achievement of all students through challenging and engaging instruction.

Goal 3

By June 2023, reduce the number of at-promise Tier 3 students on the i-Ready Math assessment assessment by 50%.

By June 2023, 80% of all students in grades 1-5 will achieve and/or exceed their Annual Typical Growth goals on the i-Ready Math assessment, and 60% of all students will reach their Annual Stretch Growth goal in the i-Ready Math assessment.

By June 2023, proficiency on the ESGI Math assessments for kindergarten will increase by 3%.

Identified Need

Although the number of at-promise Tier 3 students decreased by approximately 50%, overall we continue to have approximately 62% of students one or more grade levels below average. The majority of students did show growth. However, stretch growth goals were not met, especially for those students who were already at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Tier 3 students on the i-Ready Math assessments	18% at-promise Tier 3 students	35% at-promise Tier 3 students
Students meeting typical growth goals on i-Ready Math assessments	67% of students meeting typical growth goals	100% of students meeting typical growth goals
Students meeting Stretch goals on i-Ready Math assessments	37% of students meeting stretch growth goals	70% of students meeting stretch growth goals

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Site purchased, supplemental publisher software programs. ST Math & IXL Math.

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)

6,330

Source(s)

LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California standards and ELD standards with district-wide priority standards in mind. Focus on: What we want students to learn. Budget incorporated into goal #2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

1.5 FTE instructional para educator to provide intervention support with Reading, language arts, ELD, & math. Budget incorporated into goal #2.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

After a review of the data, while the goal was nearly met, we still have 62% of students one or more grade levels below standard in math.

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

Because of the shortage of certificated substitute teachers, we were unable to have release days for MTSS planning and coordination with our intervention specialist. School Site Council voted to move funds to instructional materials to support teacher efficacy.

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.

As this was the first year using i-Ready assessments district-wide, we have made slight changes to our proficiency expectations. We anticipate being able to provide release days to our staff in the coming year.

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 4: Establish partnerships with our families and community to increase academic success for all students.

Goal 4

By June 2023, there will be a minimum of 50% increase in attendance/participation at school meetings and family events as measured by attendance records.

Identified Need

It is clear after a review of individual student data, that parent involvement in the education of our students has a measurable affect on academic performance. It was challenging with the return to in person instruction to engage families in community meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent, committee meetings	Two to three parents at SSC meetings, PTA meetings, Family meetings (various topics to inform SEL needs of students)	10 - 20 attendees at each meeting

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 with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

School counselor and principal will hold meaningful family meetings working on various topics pertinent to the success of our students. Provide opportunities to inform parents of student academic needs, and to solicit parent input for increased support of these needs. No impact on the budget.

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 2

Students to be Served by this Strategy/Activity

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

All students with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

Hold parent/teacher/student academic chats at the beginning of each trimester, with the option to attend meetings via Zoom to encourage goal setting, participation, and to support families' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,350

Source(s)

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

Utilize Student Study Team meetings as a vehicle for communicating academic concerns with families. Budget incorporated into Goal #1.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

With outreach via virtual and paper Thursday folders (fliers, newsletters, etc.) and multiple Bright Arrow announcements for each event, attendance was extremely low for all community events.

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

Due to the emotional impact of the pandemic and the financial toll it played on the lives of families, attendance was lower than expected at school sponsored events.

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.

After reviewing the data, the school will look for additional means of communicating and involve students in the meeting agendas.

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 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

Goal 5

By June 2023, all English Learners will improve one level as measured by the ELPAC assessment.

Identified Need

Only 1% of our EL students improved one level from 2020 to 2021. Five EL students were re-designated as English proficient. Instruction and ELPAC testing were provided virtually, which may account for the lower than expected performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All EL students improving one level on ELPAC testing	1% of students improved one level	100% of students improved one level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Designated English Language Learners

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California standards and ELD standards with district-wide priority standards in mind. Focus on: What we want students to learn.

*Budget included in goal #2.

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 2

Students to be Served by this Strategy/Activity

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

Designated English Language Learners

Strategy/Activity

Direct & differentiated classroom instruction, GLAD supports, designated and integrated ELD lessons, PLC Team MTSS/ELD rotations, intervention services. Budget included in goal #2.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

ELPAC scores have not been received for 2022. During 2020-21, instruction was provided virtually. In 2022, we were unable to hold release days for teachers to collaborate because of the substitute teacher shortage.

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

Funds were allocated by SSC to instructional materials as a result of the lack of release days.

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.

Instruction to students will be provided in person. Teachers will be provided release days to assist in planning ELD lessons and to receive support from our ELD coach.

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	\$152,402.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCAP G2A5: Library Money	2,130	0.00
LCAP G3A2: Intervention Funds	12,780	0.00
LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	137,492	0.00
Low Performing Student Block Grant		

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCAP G2A5: Library Money	\$2,130.00
LCAP G3A2: Intervention Funds	\$12,780.00
LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	\$137,492.00

Subtotal of state or local funds included for this school: \$152,402.00

Total of federal, state, and/or local funds for this school: \$152,402.00

School Site Council Membership

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

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

Name of Members	Role
Judy Nye	Principal
Laura Garcia	Other School Staff
Liliana Leon-Franco	Classroom Teacher
Elizabeth Katz	Classroom Teacher
Michael Smith	Parent or Community Member
Hugo Contreras	Parent or Community Member
Lisa Silva	Parent or Community Member
Juana Barajas	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 26, 2022.

Attested:

Principal, Judy Nye on 4/26/2022

SSC Chairperson, Laura Garcia on 4/26/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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