School Year: **2023-24**

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On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement.  The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 20-21 school year, district priority standards were identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments. All staff are

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:
Instructional Coach
School Counselor
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Support Teachers
After-school Tutoring

Fiscal support (EPC)

Supplemental Concentration Funds

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on June 9, 2020 was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in

two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | |
|---|---|---|
| Student Group | Percent of Enrollment | Number of Students |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **English Learners** | 94 | 87 | 70 | 14.20% | 13.0% | 10.4% |

# School and Student Performance Data

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

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | 117 | 114 | | 0 | 113 | | 0 | 113 | | 0.0 | 99.1 | |
| **Grade 4** | 109 | 118 | | 0 | 117 | | 0 | 117 | | 0.0 | 99.2 | |
| **Grade 5** | 108 | 88 | | 0 | 88 | | 0 | 88 | | 0.0 | 100.0 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 15.04 | | | 77.88 | | | 7.08 | |
| **Grade 4** | | 12.82 | | | 76.07 | | | 11.11 | |
| **Grade 5** | | 14.77 | | | 78.41 | | | 6.82 | |
| **All Grades** | | 14.15 | | | 77.36 | | | 8.49 | |

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | |
|---|---|
| # of Students Enrolled | # of Students Tested |

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | 1425.0 | | * | 1448.8 | | * | 1369.5 | | 9 | 11 | |
| 1 | 1413.4 | * | | 1436.6 | * | | 1389.6 | * | | 11 | 8 | |
| 2 | 1463.4 | 1463.2 | | 1458.9 | 1484.4 | | 1467.4 | 1441.7 | | 14 | 13 | |
| 3 | 1496.7 | 1492.6 | | 1512.5 | 1508.8 | | 1480.5 | 1475.9 | | 22 | 13 | |
| 4 | 1521.1 | 1509.8 | | 1535.0 | 1520.9 | | 1506.6 | 1498.2 | | 21 | 23 | |
| 5 | 1528.0 | 1527.8 | | 1545.8 | 1534.7 | | 1509.6 | 1520.4 | | 14 | 14 | |
| All Grades | | | | | | | | | | 91 | 82 | |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

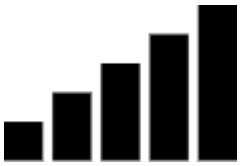
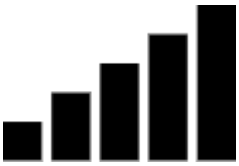
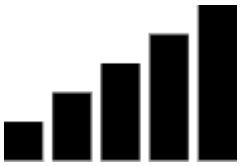
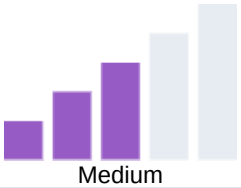
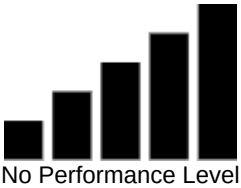
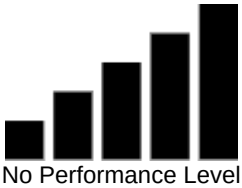
**Conclusions based on this data:**

1. Fuerte does not have an identified Filipino population.
2. Fuerte's student population is predominantly White.
3. Approximately 25% of Fuerte's population is socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>7 Students |  No Performance Level<br>2 Students |  No Performance Level<br>54.6 points above standard<br>14 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Medium<br>0.1 points below standard<br>71 Students |  No Performance Level<br>6 Students |  No Performance Level<br>2 Students | High<br>12.9 points above standard<br>189 Students |

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

| 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 74.3 points below standard<br>50 Students | 75.0 points above standard<br>11 Students | 28.5 points above standard<br>239 Students |

**Conclusions based on this data:**

1. All Students scored in the High range in ELA.
2. The Students with Disabilities subgroup is in the Low range.
3. The Reclassified English Learner scores 75 points above standard while the English only group scored only 29 points above standard.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

# School and Student Performance Data

## Academic Performance
## College/Career Report

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

**Conclusions based on this data:**

**1.**

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian |
| --- | --- | --- |
| 28.6% Chronically Absent | No Performance Level | Very High |
| No Performance Level | Less than 11 Students | 28.6% Chronically Absent |
| 38.9% Chronically Absent | 5 Students | 35 Students |
| 18 Students | | |

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

| 2022 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Level<br>0% suspended at least one day<br>18 Students | No Performance Level<br>Less than 11 Students<br>5 Students | Very Low<br>0% suspended at least one day<br>35 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Low<br>0.8% suspended at least one day<br>131 Students | Very Low<br>0% suspended at least one day<br>62 Students | No Performance Level<br>Less than 11 Students<br>6 Students | Very Low<br>0.2% suspended at least one day<br>441 Students |

**Conclusions based on this data:**

1. Students in the socioeconomically disadvantaged and two or more races subgroups fell in the Very Low range.

2. The Students wit99847 0 l 122.84999847 13.2489996 l 0 13.2489996 l h W n q 1 0 0 1 2.9000001 2.9000001 cm /P

# School and Student Performance Data

## 22-23 iReady Reading Diagnostic Assessment

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| All Students | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 20 | 44 | 34 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 8 | 19 | 11 |

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| English Learners | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 45 | 32 | 36 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 27 | 60 | 44 |

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| Socioeconomically Disadvantaged | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 29 | 44 | 42 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 18 | 32 | 23 |

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| Student with Disabilities | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 23 | 33 | 34 |

| Student with Disabilities | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 39 | 41 | 37 |

**22-23 Reading Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| Race/Ethnicity | Performance | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|---|
| American Indian or Alaska Native | Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 10 | | |
| | Tier 2<br>% of students<br>(One Grade Level Below) | -- | -- | -- |
| | Tier 3<br>% of students<br>(Two or More Grade Levels Below) | -- | -- | -- |
| | Tier 2<br>% of students<br>(One Grade Level Below) | 10 | 44 | |

| Race/Ethnicity | Performance | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|---|
| White | Tier 2<br>% of students<br>(One Grade Level Below) | 20 | 42 | 32 |
| | Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 7 | 20 | |

# School and Student P

## 22-23 iReady Reading Diagnostic Growth Reports

**22-23 Reading Diagnostic Assessments**

**Diagnostic #2 (Winter 2021)**
**21-22 Diagnostic #3 (Spring 2021)**

| | Diagnostic #3 (Goal 70%) | Diagnostic #2 (%On Track) |
|---|---|---|
| All Students<br>% of Students On Track to Meet Typical Growth Goal | 53 | 69 |
| English Learner<br>% of Students On Track to Meet Typical Growth Goal | 42 | 67 |
| Socioeconomically Disadvantaged<br>% of Students On Track to Meet Typical Growth Goal | 45 | 65 |
| Students with Disabilities<br>% of Students On Track to Meet Typical Growth Goal | 43 | 56 |

**22-23 Reading Diagnostic Assessments**

**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

# School and Student Performance Data

## 22-23 iReady Math Diagnostic Assessment

**22-23 Math Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| All Students | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 27 | 57 | 51 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 5 | 18 | 9 |

**22-23 Math Diagnostic Assessments**

**Diagnostic #1 (Fall 2022)**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| English Learners | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 54 | 44 | 50 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 18 | 52 | 37 |

**Di633 EM16 999 ically**

**22-23 Math Diagnostic Assessments**

**21645.301 755 (Fall 20**

**Diagnostic #1 (Fall 2022)**
**English Learner**
**Diagnostic #2 (Winter 2022)**
**21-22 Diagnostic #3 (Spring 2022)**

| Socioeconomically Disadvantaged | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 2<br>% of students<br>(One Grade Level Below) | 42 | 58 | 56 |
| Tier 3<br>% of students<br>(Two or More Grade Levels Below) | 12 | 29 | 19 |

| Student with Disabilities | Diagnostic #3 | Diagnostic #1 | Diagnostic #2 |
|---|---|---|---|
| Tier 3<br>% of students<br>(Two or More Grade Levels | | | |

| | |
|---|---|
| | |

Tier I students increased from 38% to students at high level in algebra I to 52% to students at high level in

# School and Student Performance Data

## Annual Gallup Parent Survey Data

| | % Fully Engaged | % Indifferent | % Actively Disengaged |
|---|---|---|---|
| 18-19 Parent Survey | 35 | 55 | 9 |
| 19-20 Parent Survey | 48 | 48 | 4 |
| 20-21 Parent Survey | 46 | 50 | 4 |
| 21-22 Parent Survey | 43 | 51 | 6 |

# School and Student Performance Data

## Annual Gallup Student Survey Data

| | % Fully Engaged | % Indifferent | % Actively Disengaged |
|---|---|---|---|
| 18-19 Student Survey | 80 | 20 | -- |
| 19-20 Student Survey | 71 | 29 | -- |
| 20-21 Student Survey | 74 | 26 | -- |
| 21-22 Student Survey | -- | -- | -- |

### Gallup Student Engagement Items

| 2021-22 Mean Scores | Fuerte Elementary<br>Item Mean:<br>The average response to an item based on a 1-5 scale | Cajon Valley Union School District<br>Item Mean:<br>The average response to an item based on a 1-5 scale |
|---|---|---|
| Overall Engagement | 4.60 | 3.89 |
| At this school, I get to do what I do best every day | 4.32 | 3.55 |
| My teachers make me feel my schoolwork is important | 4.67 | 4.01 |
| I feel safe in this school. | 4.63 | 3.84 |
| I have fun at school. | 4.53 | 3.77 |
| I have a best friend at school | 4.74 | 4.44 |
| In the last seven days, someone has told me I have done good work at school. | 4.19 | 3.58 |
| In the last seven days, I have learned something interesting at school. | 4.61 | 3.82 |
| The adults at my school care about me. | 4.71 | 3.91 |
| I have at least one teacher who makes me excited about the future. | 4.74 | 4.02 |

### Fuerte Elementary

**Conclusions based on this data:**

1. Overall, our student engagement decreased from 80% fully engaged in 2018 to 71% fully engaged in 2019.
2. Students rated, "At this school, I get to do what I do best every day" lowest in 2019 at 3.57.
3. Students rated, "I have a best friend at school" the highest and was the only descriptor that increased in 2019 at 4.79.

# Goals, Strategies, & Proposed Expenditures

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

We will continue with this goal in full next year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent involvement, student engagement, school climate, and basic services

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

# Goal 2

All students, staff, and families feel safe, empowered, and respected.  Social and emotional learning and leadership skills will be a focus school-wide.  Specifically, Fuerte will focus on students' well-being, connection to and engagement in school, and building upon student's unique strengths and leadership skills.

## Identified Need

reasons for excused absences, and strategies for improved attendance. This meeting will be supportive and informative.

**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) |
| --- | --- |
| 0 | |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

School staff worked together to focus on SEL and well-being of students, staff and parents. Counseling lessons were whole group at grade and classroom level, small group and individual. Class and grade level lessons were inconsistent, hence the desire to track data and schedules. Important to note is the Gallup Student Data platform was unreliable and only captured less than 30 of our 100 students.

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

No changes in budget or plan. We will use data to design plan for next year.

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.

No changes were made to this goal.

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

All Students

Strategy/Activity

Teachers will engage in Professional Learning and Coaching cycles to analyze student data and plan instruction in reading and writing. Grade level teams will also collaborate to analyze student data and plan instruction to improve student results in reading, writing, speaking, listening and 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) |
| --- | --- |
| 7,193 | S/C<br>1000-1999: Certificated Personnel Salaries<br>Additional Collaboration Time/Release Time |

# 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 |
| --- |

## Expenditures by Goal

| Goal Number | Total Expenditures |
| --- | --- |
| Goal 1 | 4,000.00 |
| Goal 2 | 40,000.00 |
| Goal 3 | 36,693.00 |

# 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:

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/23.

Attested:

| | |
| --- | --- |
| | Principal, Kristen Goodrich on 5/30/23 |
| | SSC Chairperson, Wendy Berzanski on 5/30/23 |

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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.

# 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.

x

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning

## 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

## 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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