School Year: **2022-23**

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
Carlton Hills School	37 68361 6040356	December 2022	January 17, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Educational Partner Involvement 7
Resource Inequities 7
School and Student Performance Data 8
Student Enrollment....8
CAASPP Results....10
ELPAC Results 16
Student Population....20
Overall Performance 22
Academic Performance....23
Academic Engagement 29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....38
Goal 3....42
Goal 4....46
Goal 5....47
Budget Summary 48
Budget Summary 48
Other Federal, State, and Local Funds 48
Budgeted Funds and Expenditures in this Plan 49
Funds Budgeted to the School by Funding Source....49
Expenditures by Funding Source 49
Expenditures by Budget Reference 49
Expenditures by Budget Reference and Funding Source 49
Expenditures by Goal 50
School Site Council Membership 51
Recommendations and Assurances 52

Instructions....53
Instructions: Linked Table of Contents....53
Purpose and Description....54
Educational Partner Involvement....54
Resource Inequities....54
Goals, Strategies, Expenditures, & Annual Review....55
Annual Review....56
Budget Summary....57
Appendix A: Plan Requirements....59
Appendix B:....62
Appendix C: Select State and Federal Programs....64

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys in use for school wide improvement include: LCAP Student Survey, Speak Up Survey, Faculty Professional Learning Surveys and Panorama Survey, CHKS, EL Program Survey, etc. Gathered data is used to drive academic and SEL decisions as a campus. Based on the multiple surveys, goals will be written to address: academic improvement in Math and ELA, continued improvement and implementation of SEL curriculum, etc.

Classroom Observations

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

The Administrative team performs frequent classroom observations and specific feedback is shared with teachers, through both the formal observation process and daily/weekly informal walkthroughs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

BAS, SBAC, iReady, IAB/ICA, Amplify, Wonders, Lexia, ESGI (K), CPM, Read 180/System 44, Math Expressions, CPM, Performance Tasks.

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

Curricular Programs (Amplify, Wonders), BAS, iReady, RTI data, Achieve 3000, etc.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff have been met.

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

The Santee School District has extensive initial and follow-up training on all adopted materials.

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

All District and site professional development is aligned to content standards and based on needs of students and staff.

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

Santee School District has five Curriculum Resource Teachers

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

Teachers are provided with time for collaboration as part of the site professional development schedule.

Teaching and Learning

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

All curricular materials are State Board Adopted, and meet the content and performance standards required under ESEA.

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

All teachers adhere to the recommended instructional minutes for both language arts and mathematics.

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

Staffing including:LAS/IRT, Bilingual Assistants, and IAs to ensure proper attention and time with student groups that have been identified and their needs.

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

All curricular materials are State Board Adopted, and are appropriate for all student groups.

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

All curricular materials are State Board Adopted, and include intervention materials.

Opportunity and Equal Educational Access

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

RTI and MTSS programs (both academic and or behavioral): including LAS/IRT Teams with RTI groups daily, counseling services, small group and individual instruction in classrooms, classroom targeted academic interventions, restorative practices through the administrators' office, etc.

Evidence-based educational practices to raise student achievement

Small group intervention/learning immediate feedback, clear learning intentions, success criteria, self-reflection and goal-setting.

Parental Engagement

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

Our Community Collaborative Director and District Liaison Counselor, provide resources to our school families and overarching school district community. Our Instructional Resource Team provides services for under-achieving students. The School Counselor and Psychologist also provide mental health services for students.

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 are encouraged to participate in site and district advisory committees including School Site Council, PTA, Sp Ed Advisory Committee, DELAC, etc.

Funding

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

Fiscal support (EPC)

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

Information gathered from meetings with School Site Council (SSC), English Learner Advisory Committee (ELAC), Staff, PTA (Parent Teacher Association) and parent committees are all essential and used in our planning process.

Resource Inequities

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

At this time no resource inequities were identified based on our comprehensive needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.29%	0.3%	0.17%	2	2	1
African American	0.88%	1.8%	1.16%	6	12	7
Asian	2.06%	2.8%	1.98%	14	19	12
Filipino	1.62%	1.5%	1.82%	11	10	11
Hispanic/Latino	28.91%	29.0%	30.20%	196	195	183
Pacific Islander	0%	0.3%	%	0	2	
White	57.23%	55.0%	55.61%	388	370	337
Multiple/No Response	8.7%	9.4%	9.08%	59	63	55
			Total Enrollment	678	673	606

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	74	77
Grade 1	73	58	67
Grade 2	72	82	57
Grade3	72	63	62
Grade 4	72	85	63
Grade 5	77	89	62
Grade 6	63	91	66
Grade 7	84	55	80
Grade 8	67	76	72
Total Enrollment	678	673	606

Conclusions based on this data:

1. We have had a slight decrease in student enrollment in general.
2. SPED enrollment is increased due to an additional classroom being added this year.
3. TK enrollment continues to increase as well.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	65	56	57	9.6%	8.30%	9.4%
Fluent English Proficient (FEP)	41	42	43	6.0%	6.20%	7.1%
Reclassified Fluent English Proficient (RFEP)	9	2	3	13.6%	3.10%	5.26%

Conclusions based on this data:

1. Our English Learner population is holding between 8-10% from year to year, with a slight increase this year (2021)
2. EL Services are provided during the school day to accommodate our current percentage.
3. New students are identified and assigned services as they arrive.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	58	53	67	58	53	67	58	53	97.1	100.0	100.0
Grade 4	75	80	59	75	77	59	75	77	59	100	96.3	100.0
Grade 5	57	80	56	57	79	56	57	78	56	100	98.8	100.0
Grade 6	55	88	60	55	87	60	55	87	60	100	98.9	100.0
Grade 7	65	52	73	65	52	73	65	52	73	100	100.0	100.0
Grade 8	62	68	69	58	68	68	58	68	68	93.5	100.0	98.6
All Grades	383	426	370	377	421	369	377	420	369	98.4	98.8	99.7

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2458.	2437.	2471.	32.84	27.59	47.17	34.33	25.86	22.64	19.40	25.86	15.09	13.43	20.69	15.09
Grade 4	2503.	2472.	2458.	34.67	31.17	20.34	29.33	22.08	32.20	17.33	16.88	13.56	18.67	29.87	33.90
Grade 5	2504.	2523.	2541.	21.05	26.92	37.50	33.33	33.33	32.14	24.56	21.79	10.71	21.05	17.95	19.64
Grade 6	2514.	2524.	2514.	10.91	14.94	10.00	36.36	33.33	36.67	21.82	31.03	33.33	30.91	20.69	20.00
Grade 7	2581.	2598.	2595.	15.38	28.85	24.66	49.23	44.23	46.58	29.23	19.23	17.81	6.15	7.69	10.96
Grade 8	2568.	2589.	2609.	10.34	19.12	27.94	43.10	42.65	42.65	31.03	27.94	19.12	15.52	10.29	10.29
All Grades	N/A	N/A	N/A	21.75	24.29	27.37	37.40	33.10	36.31	23.61	24.05	18.43	17.24	18.57	17.89

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.81	15.52	41.51	43.28	63.79	45.28	17.91	20.69	13.21
Grade 4	33.33	19.48	11.86	54.67	59.74	69.49	12.00	20.78	18.64
Grade 5	26.32	21.79	35.71	47.37	67.95	57.14	26.32	10.26	7.14
Grade 6	25.45	17.44	15.00	41.82	59.30	51.67	32.73	23.26	33.33
Grade 7	24.62	19.23	26.03	55.38	71.15	63.01	20.00	9.62	10.96
Grade 8	18.97	14.71	30.88	58.62	72.06	54.41	22.41	13.24	14.71
All Grades	28.38	18.14	26.56	50.40	65.16	57.18	21.22	16.71	16.26

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.90	20.69	33.96	67.16	60.34	56.60	11.94	18.97	9.43
Grade 4	32.00	20.78	20.69	58.67	57.14	55.17	9.33	22.08	24.14
Grade 5	26.32	21.79	26.79	57.89	57.69	62.50	15.79	20.51	10.71
Grade 6	16.36	13.79	3.33	54.55	65.52	71.67	29.09	20.69	25.00
Grade 7	38.46	38.46	42.47	58.46	53.85	45.21	3.08	7.69	12.33
Grade 8	22.41	27.94	25.00	65.52	69.12	69.12	12.07	2.94	5.88
All Grades	26.53	22.86	25.82	60.48	60.95	59.78	13.00	16.19	14.40

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.33	20.69	15.09	58.21	70.69	77.36	7.46	8.62	7.55
Grade 4	26.67	11.69	8.47	62.67	76.62	81.36	10.67	11.69	10.17
Grade 5	14.04	12.99	19.64	70.18	83.12	73.21	15.79	3.90	7.14
Grade 6	14.55	13.95	21.67	65.45	67.44	66.67	20.00	18.60	11.67
Grade 7	12.31	26.92	26.03	78.46	65.38	63.01	9.23	7.69	10.96
Grade 8	3.45	13.24	32.35	82.76	82.35	60.29	13.79	4.41	7.35
All Grades	18.30	15.79	21.14	69.23	74.64	69.65	12.47	9.57	9.21

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.85	18.97	20.75	56.72	72.41	67.92	13.43	8.62	11.32
Grade 4	32.00	22.08	8.47	50.67	64.94	74.58	17.33	12.99	16.95
Grade 5	28.07	21.79	21.43	49.12	67.95	58.93	22.81	10.26	19.64
Grade 6	14.55	13.79	8.33	58.18	74.71	76.67	27.27	11.49	15.00
Grade 7	29.23	30.77	32.88	58.46	69.23	61.64	12.31	0.00	5.48
Grade 8	29.31	19.12	30.88	50.00	70.59	63.24	20.69	10.29	5.88
All Grades	27.59	20.48	21.14	53.85	70.00	66.94	18.57	9.52	11.92

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. Our 2020-21 spring CAASPP data was used as our local assessment data found in the Carlton HIll's SARC.
2. The overall percentage of students achieving at or above grade level in ELA during the spring of 2021 was 57.55%. The overall achievement at or above grade level in 2019 was 59.15%. This is a decline of 1.6%.
3. We did not receive individual grade level data or claim data for 2021. Other disaggregated data from CAASPP did indicate a need to target growth with our English Learners (8.33%), Students with disabilities (31.37%)and our socioeconomically disadvantaged students(43.21%).

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	58	53	67	57	53	67	56	53	97.1	98.3	100.0
Grade 4	75	80	59	75	76	59	75	76	59	100	95.0	100.0
Grade 5	57	80	56	57	78	56	57	78	56	100	97.5	100.0
Grade 6	54	88	60	54	87	60	54	87	60	100	98.9	100.0
Grade 7	64	52	73	64	52	73	64	52	73	100	100.0	100.0
Grade 8	62	68	69	57	68	68	57	68	68	91.9	100.0	98.6
All Grades	381	426	370	374	418	369	374	417	369	98.2	98.1	99.7

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2454.	2457.	2462.	22.39	26.79	35.85	41.79	33.93	37.74	22.39	23.21	11.32	13.43	16.07	15.09
Grade 4	2514.	2475.	2457.	29.33	18.42	8.47	40.00	32.89	30.51	24.00	26.32	38.98	6.67	22.37	22.03
Grade 5	2509.	2502.	2503.	17.54	17.95	17.86	28.07	17.95	21.43	24.56	38.46	35.71	29.82	25.64	25.00
Grade 6	2511.	2535.	2525.	12.96	19.54	18.33	22.22	27.59	21.67	31.48	33.33	33.33	33.33	19.54	26.67
Grade 7	2579.	2558.	2548.	26.56	17.31	20.55	32.81	30.77	26.03	21.88	32.69	23.29	18.75	19.23	30.14
Grade 8	2623.	2579.	2601.	40.35	25.00	42.65	28.07	27.94	13.24	15.79	16.18	22.06	15.79	30.88	22.06
All Grades	N/A	N/A	N/A	25.13	20.62	24.12	32.89	28.06	24.66	23.26	28.78	27.37	18.72	22.54	23.85

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.76	39.29	33.96	28.36	41.07	52.83	23.88	19.64	13.21
Grade 4	49.33	27.63	11.86	38.67	39.47	61.02	12.00	32.89	27.12
Grade 5	31.58	14.10	16.07	31.58	55.13	62.50	36.84	30.77	21.43
Grade 6	22.22	21.84	25.00	35.19	58.62	55.00	42.59	19.54	20.00
Grade 7	45.31	31.37	21.92	32.81	50.98	49.32	21.88	17.65	28.77
Grade 8	54.39	30.88	45.59	28.07	45.59	32.35	17.54	23.53	22.06
All Grades	42.51	26.44	26.02	32.62	49.04	51.49	24.87	24.52	22.49

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.85	23.21	33.96	52.24	57.14	54.72	17.91	19.64	11.32
Grade 4	29.33	23.68	11.86	57.33	47.37	59.32	13.33	28.95	28.81
Grade 5	17.54	12.82	17.86	52.63	62.82	55.36	29.82	24.36	26.79
Grade 6	9.26	11.49	10.00	48.15	62.07	53.33	42.59	26.44	36.67
Grade 7	28.13	13.46	20.55	53.13	67.31	57.53	18.75	19.23	21.92
Grade 8	31.58	16.18	33.82	52.63	61.76	41.18	15.79	22.06	25.00
All Grades	24.87	16.55	21.41	52.94	59.47	53.39	22.19	23.98	25.20

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	34.33	32.14	32.08	59.70	55.36	62.26	5.97	12.50	5.66
Grade 4	37.33	22.37	5.08	52.00	50.00	67.80	10.67	27.63	27.12
Grade 5	17.54	11.54	12.50	50.88	75.64	71.43	31.58	12.82	16.07
Grade 6	11.11	18.39	16.67	53.70	68.97	56.67	35.19	12.64	26.67
Grade 7	26.56	11.54	15.07	60.94	65.38	72.60	12.50	23.08	12.33
Grade 8	43.86	29.41	30.88	42.11	52.94	52.94	14.04	17.65	16.18
All Grades	29.14	20.62	18.70	53.48	61.87	63.96	17.38	17.51	17.34

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. Our 2020-21 spring CAASPP data was used as our local assessment data found in the Carlton HIll's SARC.
2. The overall percentage of students achieving at or above grade level in MATH during the spring of 2021 was 48.79%. The overall achievement at or above grade level in 2019 was 58.02%. This is a decline of 9.23%.
3. We did not receive individual grade level data or claim data for 2021. Other disaggregated Math data from CAASPP did indicate a need to target growth with our Students with disabilities (31.48%)and our socioeconomically disadvantaged students(37.27%).

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	1437.6	*	*	1452.4	*	*	1402.8	*	10	11	10
1	*	*	*	*	*	*	*	*	*	10	4	8
2	1463.6	1510.2	*	1444.2	1495.1	*	1482.5	1524.6	*	11	11	5
3	*	*	*	*	*	*	*	*	*	9	8	6
4	*	*	*	*	*	*	*	*	*	5	8	7
5	*	*	*	*	*	*	*	*	*	6	6	4
6	*	*	*	*	*	*	*	*	*	4	4	4
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	4
All Grades										58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	18.18	*	*	36.36	*	*	36.36	*	*	9.09	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	27.27	*	27.27	45.45	*	18.18	27.27	*	18.18	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	12.07	17.86	14.29	36.21	32.14	22.45	39.66	37.50	44.90	12.07	12.50	18.37	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	36.36	*	27.27	36.36	*	9.09	18.18	*	18.18	9.09	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	29.31	35.71	24.49	34.48	39.29	30.61	24.14	10.71	32.65	12.07	14.29	12.24	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	18.18	*	*	18.18	*	*	36.36	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	18.18	*	9.09	54.55	*	27.27	27.27	*	27.27	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	12.07	7.14	4.08	22.41	23.21	12.24	43.10	41.07	42.86	22.41	28.57	40.82	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	27.27	*	54.55	63.64	*	18.18	9.09	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	24.14	16.07	16.33	65.52	60.71	48.98	10.34	23.21	34.69	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	36.36	*	36.36	63.64	*	27.27	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	32.76	53.57	44.90	48.28	35.71	42.86	18.97	10.71	12.24	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	27.27	*	36.36	72.73	*	27.27	0.00	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	12.07	8.93	4.08	60.34	48.21	40.82	27.59	42.86	55.10	58	56	49

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	18.18	*	54.55	63.64	*	18.18	18.18	*	11	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
All Grades	17.24	12.50	12.24	63.79	60.71	75.51	18.97	26.79	12.24	58	56	49

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. Data not being available, we insured that the EL learners are provided with all required interventions.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
606	**32.8**	**9.4**	**0.3**
Total Number of Students enrolled in Carlton Hills School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	9.4
Foster Youth	2	0.3
Homeless	18	3.0
Socioeconomically Disadvantaged	199	32.8
Students with Disabilities	125	20.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.2
American Indian	1	0.2
Asian	12	2.0
Filipino	11	1.8
Hispanic	183	30.2
Two or More Races	55	9.1
Pacific Islander		
White	337	55.6

Conclusions based on this data:

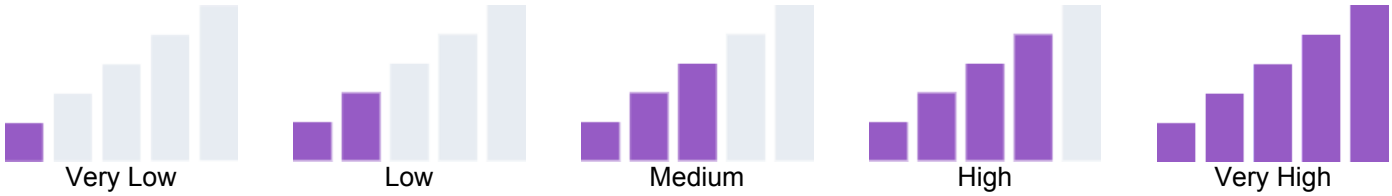
1. The diversity at Carlton Hills continued to increase for the year 2019-20.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Medium		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. ELA and Math are in the green area - showing moderate growth.
2. Chronic absenteeism is an area of concern and our special education population is reflected here.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	2	2	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	No Performance Level
20.4 points above standard	10.8 points below standard	0 Students
378 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
30.5 points above standard	2.9 points below standard	50.2 points below standard
14 Students	136 Students	82 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 6 Students	No Performance Level 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 5.7 points above standard 113 Students	High 23.8 points above standard 31 Students		High 24.3 points above standard 214 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**
56.5 points below standard	34.9 points above standard	24.6 points above standard
26 Students	26 Students	315 Students

Conclusions based on this data:

1. There is strong data coming from our SED population - green on the dashboard.
2. We need to focus attention on our English Learner and Hispanic populations.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	3	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
10.2 points below standard	37.1 points below standard	0 Students
379 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
10.0 points above standard	34.8 points below standard	83.2 points below standard
14 Students	136 Students	83 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 6 Students	No Performance Level 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 19.1 points below standard 113 Students	Medium 8.3 points below standard 31 Students		Medium 8.5 points below standard 215 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.9 points below standard 27 Students	9.3 points below standard 26 Students	7.1 points below standard 315 Students

Conclusions based on this data:

1. Students with disabilities are in the orange range and should be an area of focus.
2. Our SED population continues to show good growth in this measure.

School and Student Performance Data

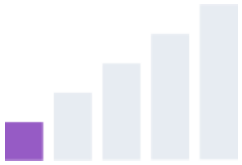
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

34.2 making progress towards English language proficiency

Number of EL Students: 38 Students

Performance Level: 1

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
42.1%	23.7%	7.9%	26.3%

Conclusions based on this data:

1. Academic supports will need to be delivered to students that are "Well" or "Moderately" developed as students proficiency increases.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

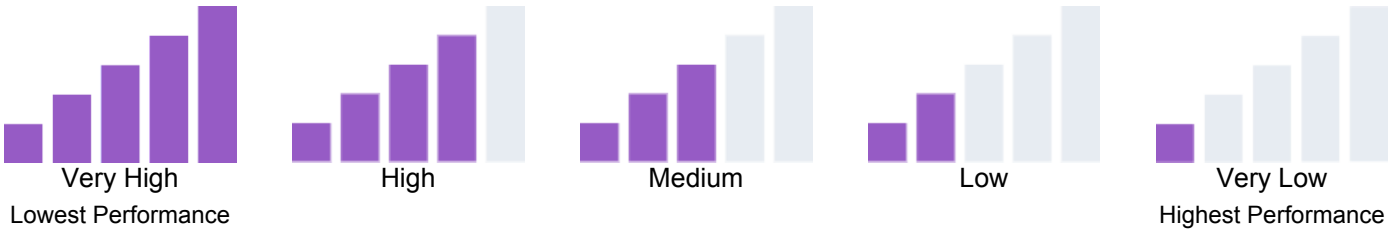
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

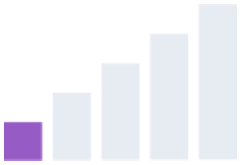
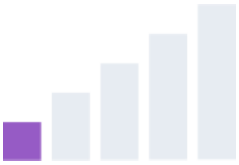
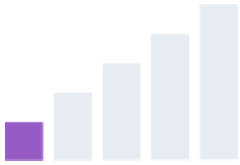
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
32.7% Chronically Absent	36.1% Chronically Absent	Less than 11 Students
649 Students	61 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
47.1% Chronically Absent	38.6% Chronically Absent	40.1% Chronically Absent
17 Students	215 Students	147 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	28.6% Chronically Absent	16.7% Chronically Absent
7 Students	1 Student	14 Students	12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
37.4% Chronically Absent	41.9% Chronically Absent	Less than 11 Students	29.4% Chronically Absent
198 Students	62 Students	1 Student	354 Students

Conclusions based on this data:

1. This is our most significant area of need.
2. Almost every subgroup is performing in the orange band.

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:

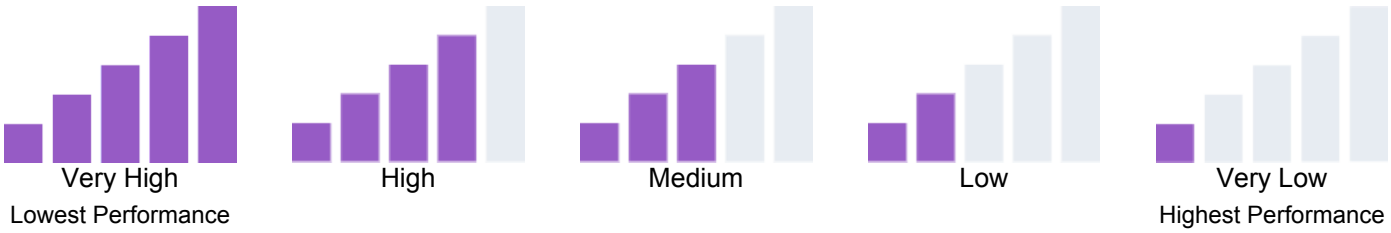
1.

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

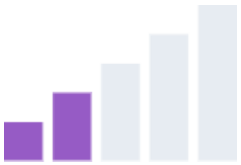
Very High	High	Medium	Low	Very Low
0	4	2	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
2.9% suspended at least one day	4.8% suspended at least one day	Less than 11 Students
661 Students	62 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
5.6% suspended at least one day	5.4% suspended at least one day	5.3% suspended at least one day
18 Students	222 Students	152 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
8 Students	1 Student	14 Students	13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Medium	No Performance Level	Medium
4.9% suspended at least one day	1.6% suspended at least one day	Less than 11 Students	2.2% suspended at least one day
204 Students	62 Students	1 Student	358 Students

Conclusions based on this data:

1. Our overall suspension rates have steadily dropped over the last 3 years.
2. All race/ethnic groups are being equally suspended.
3. Students with disabilities are an area of focus.

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

English Language Arts

LEA/LCAP Goal

Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Social Studies through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 1

Grades K through 8th will increase the percentage of students meeting or exceeding standards by 3% or more as measured by district and state assessments in ELA/ELD.

Identified Need

Specific areas of concern/expected growth are found in the following areas of ELA and will be addressed in the action plan: Comprehension of Informational Text and Vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	63% Met/Exceeded Standard	66% - Increase of 3%
iReady Diagnostic Data	K 83% at or above 18% approaching 1 66% at or above 33% approaching 2 63% at or above 30% approaching 3 75% at or above 16% approaching 4 60% at or above 32% approaching 5 54% at or above 25% approaching 6 44% at or above 20% approaching 7 45% at or above 22% approaching 8 45% at or above 20% approaching	(Trends based on Mid-Year to EOY 21/22) Expected Growth/Final EvaluationTargets: K-3 70%; 4-8 75%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will increase their knowledge of research-based instructional strategies to support implementation of CCSS in English Language Arts.

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)
3,058	LCFF - Base Participate in site, district, and county professional learning opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
1,000	LCFF - Supplemental Purchase of CCSS materials, school supplies, including technology and software
1,000	Prop 20 Lottery Purchase of supplemental instructional and assessment materials including hardware and software
258	Prop 20 Lottery Library book resupply

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as below grade level on state or district assessments.

Strategy/Activity

Support staff, Language Arts Specialist, Intervention Resource Teacher, and general education teachers will work with individuals and small groups on specific targeted skills.

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)
5,000	LCFF - Base Provide guided reading materials and professional development to support small group, targeted instruction
4,000	LCFF - Base Grade level collaboration and analysis of assessment data (iReady and other) and next instructional steps
1,000	LCFF - Supplemental Provide guided reading materials and professional development to support small group, targeted instruction
1,000	Prop 20 Lottery Purchase of supplemental instructional and assessment materials including hardware and software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site and consultant teacher professional learning on research-proven instructional and assessment strategies for reading/language arts.

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)
587	LCFF - Supplemental Professional development opportunities
3,000	LCFF - Base Release time: iReady Professional Development

2,001	LCFF - Base Collaboration opportunities in site or district teams
240	Other State Revenue Purchase of TK specific ELA resources

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.

Student achievement in English Language Arts demonstrated an overall increase in advanced/proficient of 6% year over year due to the emphasis on guided reading groups, Achieve 3000 data talks, and staff professional development with these tools.

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

Overall implementation of goals was completed and the funds expended as expected from 2021-2022.

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

The only changes are a continued focus on academic progress to the expected achievement levels/percentages.

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

Mathematics

LEA/LCAP Goal

Improve student learning of Common Core State Standards in Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 2

Grades K through 8th will increase the percentage of students meeting or exceeding standards by 6.21% or more as measured by district and state assessments in Mathematics.

Identified Need

Continued focus on Purpose, Critical Thinking, and Success Criteria.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	48.79% Exceeded/Met	55% - Increase of 6.21%
iReady Diagnostics	K 71% at or above 30% approaching 1 54% at or above 44% approaching 2 54% at or above 36% approaching 3 61% at or above 31% approaching 4 61% at or above 29% approaching 5 55% at or above 28% approaching 6 53% at or above 25% approaching 7 46% at or above 28% approaching 8 43% at or above 20% approaching	(Trends based on Mid-Year to EOY 21/22) Expected Growth/Final EvaluationTargets: K-3 75%; 4-8 70%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics and mathematical interventions for struggling students.

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

Amount(s)	Source(s)
5,000	Learning Loss Mitigation Funds Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, collaboration, etc.
3,500	LCFF - Base Participate in site, district, and county professional learning opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
2,000	Prop 20 Lottery Purchase of supplemental instructional and assessment materials including hardware and software

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as below grade level on district or grade level assessments

Strategy/Activity

Support staff and general education teachers will work with individuals and small groups on specific targeted skills.

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental Ongoing analysis of formative and summative data
240.00	Other State Revenue Purchase specific TK resources to support Math
2,950	Learning Loss Mitigation Funds Purchase of supplemental instructional and assessment materials including hardware and software
2,000	LCFF - Base Copier and service agreements
8466	Prop 20 Lottery Duplication of materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site and consultant teacher professional learning on research-proven instructional and assessment strategies for 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)
1,000	Learning Loss Mitigation Funds Release time and /or collaboration time with Curriculum Resource Teachers for implementation of math adoption and mathematics intervention strategies
3,500	LCFF - Base Collaboration and/or professional learning opportunities at site or district

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve and/or increase parent participation in their children's learning process, including District and school committees.

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)
250.00	Learning Loss Mitigation Funds Training, flyers, and supplies

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.

Student achievement in mathematics maintained current levels, indicating a need for strategies that translate to increased academic growth in math. A focus on iReady/Achieve 3000 data analysis/talks and professional development in Math helped to maintain the current level of achievement.

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

Overall implementation of goals was completed and the funds expended as expected from 2021-22.

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

The change is a rigorous plan to increase to the expected achievement levels/percentages by a strategic focus on effective instructional strategies and effective interventions for math .

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

Well-being of students

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of TK-8th grade students and their families.

Goal 3

The percentage of students who report feeling "safe" or "very safe" on the Panorama Survey will increase by 5% (average), as well at the percentage of students increasing in the "self-efficacy" category by 5%

Identified Need

Student's connection to school as a safe learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama School Survey Data (Safety)	We scored 73% (Elementary) and 60% (Secondary) in the "Safety" portion.	Both indicate a decrease from the previous year. Expected outcome in an increase in these percentages of at least 5% year over year.
Panorama School Survey Data (Self-efficacy)	We scored 68% in the "Self-efficacy" (Elementary) 54% (Secondary) portion.	Both indicate a slight decrease from the previous year Expected outcome is an increase in these percentages of at least 5% year over year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social Emotional Committee/ Positive School Culture Committee will meet once each trimester to implement strategies to increase the number of students that feel "Safe/Very Safe" at school

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental PBIS on-going support Continued Implementation of Social-emotional curriculum for students (Second Step)
1,413	LCFF - Supplemental Kindness Week and ROAR Recognition expenses, supports for SEL
1,000	Prop 20 Lottery Duplication of materials and purchase of online supports
2,000	Learning Loss Mitigation Funds Outdoor Learning materials: Outdoor tables for small group learning and experiments

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
School Site Council review of Safety Plan and procedures, resulting in recommendations that will be implemented.

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

Strategy/Activity

Monitoring of Maintenance & Operations work orders

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)
12,073	Learning Loss Mitigation Funds Outdoor learning areas (concrete, pavers, tables, umbrellas)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Red Ribbon Week, Character Education Celebrations, Positive School Culture

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)
2,158	LCFF - Supplemental Team will determine activities, assemblies, and incentive items to encourage student participation.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Chronic Absenteeism has continued to be an area of concern especially during COVID . This strategy will address overall school attendance rates.

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

Amount(s)	Source(s)

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.

PBIS launch was successfully implemented as expected.

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

Outdoor learning funds will be spent this year to create spaces that can assist in all areas of school life, including our SEL services.

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

The anticipated expenditures will remain the same this year in case we have more expenses with the Outdoor Learning funding (categorized as Learning Loss) to be spent in its entirety.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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	$71,694.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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 ($)
LCFF - Base	$26,059.00
LCFF - Supplemental	$8,158.00
Learning Loss Mitigation Funds	$23,273.00
Other State Revenue	$480.00
Prop 20 Lottery	$13,724.00

Subtotal of state or local funds included for this school: $71,694.00

Total of federal, state, and/or local funds for this school: $71,694.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	26059	0.00
LCFF - Supplemental	8158	0.00
Prop 20 Lottery	13724	0.00
Other State Revenue	480	0.00
Learning Loss Mitigation Funds	23273	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	26,059.00
LCFF - Supplemental	8,158.00
Learning Loss Mitigation Funds	23,273.00
Other State Revenue	480.00
Prop 20 Lottery	13,724.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	26,059.00
	LCFF - Supplemental	8,158.00
	Learning Loss Mitigation Funds	23,273.00
	Other State Revenue	480.00
	Prop 20 Lottery	13,724.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,144.00
Goal 2	29,906.00
Goal 3	19,644.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

Name of Members	Role
Ren Brown	Classroom Teacher
Donna Provost	Parent or Community Member
Kathryn Ducharme	Classroom Teacher
Danielle Tackett	Other School Staff
Brad Lawson	Parent or Community Member
Mays Alshawi	Parent or Community Member
Kristina Adjemian	Parent or Community Member
Mandy Ramirez	Other School Staff
Timothy Dobbins	Principal
Deyanira Valle	Parent or Community Member
Susan Larson	Classroom Teacher

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

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 Nov. 15, 2021.

Attested:

Principal, Tim Dobbins on 12/2/22

SSC Chairperson, Brad Lawson on 12/2/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019