School Year: **2021-22**

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
McCabe Elementary School	13631806008593	January 19, 2021	February 8, 2022

Purpose and Description

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

Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire District.

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 McCabe Union Elementary School District's Local Control Accountability Plan (LCAP) serves as the roadmap to support the goals of the District. The LCAP Goals are further supported with federal funds as detailed below:

Goal 1: All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.
* Professional Development – Title I and Title II
* Intervention Support (Aides) - Title I
* Intervention Tutoring - Title I
* Family Involvement - Title I
* Teacher Credentialing - Title II
* Technology - Title I

Goal 2: The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services to enhance students' feelings of belonging and safety in grades K-8.

* Professional Development-Safety - Title II
* PeaceBuilder Program - LCFF
* Course Access Supplemental - Title I
* Attendance Monitoring & Supports - Title I
* School Climate Survey - LCFF
* Facilities-LCFF

Stakeholder 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

The District will continue to hold consultation meetings with all stakeholders, including parents, to review the School Plan for Student Achievement, through the School Site Council (SSC), Title I Committee, and the District English Language Advisory Committee (DELAC). Parent involvement represents an important component in promoting student achievement. Teachers, office staff, and administrators keep parents informed as to student progress and attendance. In addition to quarterly report cards, mid-quarter progress reports are sent out. Parents with fourth through eighth grade students are also able to check grades on through their ParentVUE account. Access to the ParentVUE account can be found on the school website at www.muesd.net. The continue to provide more opportunities for parent participation in the school and are able to provide input on the SPSA. In order to increase communication and understanding between the school and home, information is provided to parents through flyers, notices, and pamphlets given to students to take home and through weekly newsletter e-mails. News and other important events are also posted on the McCabe Website and electronic marquee. Back-to-School Night is held in September and Open House in May. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the PTO and give feedback that SSC is able to take into consideration for the SPSA. . Due to COVID-19, many on campus activities have been modified to allow for some visitors/spectators on campus. Any visitors that go into a student's classroom must first show proof of a negative test result for COVID-19. Parents have been able to participate in our PeaceBuilder Award's Ceremony, special grade level programs, parent conferences, after school sports, and volunteer in the classrooms.

Under normal circumstances, many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as the Halloween Carnival, the See’s Candy fundraiser, McCabe Olympics, upper grade athletics, field trips, eighth grade trip, sixth grade camp program, and school projects. During November of each year, formal conferences are scheduled for every child’s parents. These conferences continue to be highly successful in providing communication and registering concerns about each child’s progress and educational opportunities and programs for which they may be eligible.

Resource Inequities

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

There are no resource inequities to report.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.1%		0	1
African American	0.44%	0.59%	0.4%	6	8	5
Asian	3%	2.58%	2.2%	41	35	29
Filipino	0.29%	0.29%	0.2%	4	4	2
Hispanic/Latino	85.42%	85.8%	86.1%	1,166	1,166	1,129
Pacific Islander	%	0%	%		0	
White	10.11%	9.64%	10.1%	138	131	132
Multiple/No Response	0.51%	0.59%	0.5%	7	8	7
			Total Enrollment	1,365	1,359	1,312

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	163	175	164
Grade 1	149	117	125
Grade 2	137	153	120
Grade3	119	142	151
Grade 4	144	126	153
Grade 5	166	147	123
Grade 6	151	171	141
Grade 7	163	158	175
Grade 8	173	170	160
Total Enrollment	1,365	1,359	1,312

Conclusions based on this data:

1. The District is experiencing a slight decline in enrollment.
2. The larger cohorts are exiting the district and promoting to high school, whereas smaller cohorts are entering the TK/Kindergarten grade levels.
3. Due to the difference in enrollments/exits, we had a slight decline. We have had a decline in enrollment for the 2021-2022 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	199	195	196	14.6%	14.3%	14.9%
Fluent English Proficient (FEP)	357	321	294	26.2%	23.6%	22.4%
Reclassified Fluent English Proficient (RFEP)	80	24	40	34.5%	12.1%	20.5%

Conclusions based on this data:

1. There was an increase of 8.4% in the RFEPs from the previous year. Providing extra services for the English Learners allowed the students to close the educational gap. Services provided not only included English Development, writing using RACE strategies and CAASPP practice though the IABs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	129	121	149	129	118	146	129	118	146	100	97.5	98.0
Grade 4	157	141	152	156	140	151	156	140	151	99.4	99.3	99.3
Grade 5	149	163	121	147	162	119	147	162	119	98.7	99.4	98.3
Grade 6	159	150	140	157	150	135	157	150	135	98.7	100	96.4
Grade 7	173	162	172	170	161	169	170	161	169	98.3	99.4	98.3
Grade 8	159	167	157	158	163	154	158	163	154	99.4	97.6	98.1
All Grades	926	904	891	917	894	874	917	894	874	99	98.9	98.1

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2456.	2466.	2419.	31.78	37.29	19.18	34.88	34.75	28.77	23.26	16.10	30.14	10.08	11.86	21.92
Grade 4	2493.	2498.	2452.	35.90	36.43	18.54	23.08	29.29	21.85	23.08	17.14	27.81	17.95	17.14	31.79
Grade 5	2542.	2521.	2533.	36.05	24.07	28.57	34.69	36.42	36.13	17.69	21.60	19.33	11.56	17.90	15.97
Grade 6	2578.	2579.	2535.	35.03	34.67	20.74	35.67	44.00	34.07	18.47	12.00	25.93	10.83	9.33	19.26
Grade 7	2589.	2596.	2545.	21.18	31.68	13.02	48.82	42.24	40.24	23.53	13.04	23.67	6.47	13.04	23.08
Grade 8	2584.	2583.	2566.	15.19	18.40	12.34	50.00	37.42	40.26	22.15	31.29	29.87	12.66	12.88	17.53
All Grades	N/A	N/A	N/A	28.90	29.87	18.19	38.17	37.58	33.64	21.37	18.79	26.32	11.56	13.76	21.85

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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.03	38.98	12.33	55.81	48.31	71.92	20.16	12.71	15.75
Grade 4	31.41	34.29	13.91	52.56	51.43	69.54	16.03	14.29	16.56
Grade 5	31.97	30.86	21.01	51.70	47.53	63.03	16.33	21.60	15.97
Grade 6	36.94	37.33	20.74	45.86	50.00	60.74	17.20	12.67	18.52
Grade 7	32.94	36.02	19.53	47.65	45.96	60.95	19.41	18.01	19.53
Grade 8	24.68	28.83	16.88	55.70	44.17	64.29	19.62	26.99	18.83
All Grades	30.53	34.12	17.28	51.36	47.76	65.10	18.10	18.12	17.62

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.01	35.59	10.96	57.36	50.85	63.70	11.63	13.56	25.34
Grade 4	28.85	23.57	9.27	57.69	58.57	60.93	13.46	17.86	29.80
Grade 5	53.74	38.89	33.61	35.37	47.53	57.98	10.88	13.58	8.40
Grade 6	36.94	42.00	15.56	51.59	51.33	55.56	11.46	6.67	28.89
Grade 7	41.76	44.10	16.57	52.94	47.20	60.95	5.29	8.70	22.49
Grade 8	28.48	33.74	19.48	56.96	56.44	61.69	14.56	9.82	18.83
All Grades	36.86	36.58	17.05	52.02	51.90	60.30	11.12	11.52	22.65

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.58	25.42	7.53	71.32	66.10	84.25	3.10	8.47	8.22
Grade 4	20.51	25.71	11.26	71.79	65.00	78.15	7.69	9.29	10.60
Grade 5	20.41	16.05	15.13	66.67	69.14	73.11	12.93	14.81	11.76
Grade 6	27.39	24.00	20.00	63.69	72.00	71.11	8.92	4.00	8.89
Grade 7	15.88	21.12	16.57	73.53	69.57	72.19	10.59	9.32	11.24
Grade 8	18.35	16.56	9.74	70.25	75.46	77.27	11.39	7.98	12.99
All Grades	21.16	21.14	13.27	69.57	69.80	76.09	9.27	9.06	10.64

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.09	36.44	15.07	48.06	51.69	69.86	10.85	11.86	15.07
Grade 4	35.26	33.57	16.56	50.64	50.00	69.54	14.10	16.43	13.91
Grade 5	46.94	26.54	28.57	40.82	50.62	57.98	12.24	22.84	13.45
Grade 6	56.05	44.67	34.81	38.22	45.33	54.07	5.73	10.00	11.11
Grade 7	42.94	45.34	18.93	47.65	40.99	65.68	9.41	13.66	15.38
Grade 8	30.38	26.99	23.38	55.06	55.83	61.69	14.56	17.18	14.94
All Grades	42.09	35.46	22.43	46.78	48.99	63.50	11.12	15.55	14.07

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. We are not able to compare the 2018-2019 school year as the 2020-2021 test was administered under a pandemic and was a shortened version of the test.

2. Based on the results from the 2020-2021 assessment, the district dropped in all areas: Reading, Writing, Listening and Research. The District will continue to focus on all of these areas as students are in-person this school year. The District will use District provided curriculum, iReady, and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	129	121	149	129	118	146	129	118	146	100	97.5	98.0
Grade 4	157	141	152	156	141	152	156	141	152	99.4	100	100.0
Grade 5	149	163	121	148	162	118	148	162	118	99.3	99.4	97.5
Grade 6	159	150	140	158	150	136	158	150	136	99.4	100	97.1
Grade 7	173	162	172	171	162	169	171	162	169	98.8	100	98.3
Grade 8	159	166	157	158	163	154	158	163	154	99.4	98.2	98.1
All Grades	926	903	891	920	896	875	920	896	875	99.4	99.2	98.2

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2446.	2458.	2418.	17.83	27.97	8.22	38.76	38.98	33.56	34.11	20.34	34.93	9.30	12.71	23.29
Grade 4	2480.	2491.	2444.	13.46	18.44	9.87	33.97	34.04	19.08	41.03	38.30	38.82	11.54	9.22	32.24
Grade 5	2538.	2515.	2500.	29.73	21.60	17.80	27.03	22.84	16.95	32.43	35.80	35.59	10.81	19.75	29.66
Grade 6	2585.	2595.	2526.	42.41	47.33	18.38	31.01	27.33	21.32	17.09	16.00	33.82	9.49	9.33	26.47
Grade 7	2579.	2578.	2540.	27.49	32.10	17.75	29.24	29.63	24.26	28.65	22.84	31.95	14.62	15.43	26.04
Grade 8	2612.	2587.	2564.	33.54	26.99	22.08	30.38	26.38	20.13	23.42	23.31	29.87	12.66	23.31	27.92
All Grades	N/A	N/A	N/A	27.72	29.13	15.66	31.52	29.35	22.74	29.24	26.23	34.06	11.52	15.29	27.54

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.09	50.85	15.07	43.41	33.05	60.96	15.50	16.10	23.97
Grade 4	26.92	36.88	12.50	49.36	41.13	46.05	23.72	21.99	41.45
Grade 5	40.54	32.72	15.25	40.54	39.51	55.08	18.92	27.78	29.66
Grade 6	58.23	55.33	19.85	28.48	33.33	52.21	13.29	11.33	27.94
Grade 7	38.01	40.12	20.71	36.26	39.51	58.58	25.73	20.37	20.71
Grade 8	44.30	33.74	22.08	36.71	39.88	49.35	18.99	26.38	28.57
All Grades	41.52	41.07	17.71	38.91	37.95	53.71	19.57	20.98	28.57

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.03	33.90	13.70	51.94	54.24	57.53	24.03	11.86	28.77
Grade 4	17.31	21.28	12.50	53.85	53.19	52.63	28.85	25.53	34.87
Grade 5	30.41	17.90	10.17	46.62	51.23	66.10	22.97	30.86	23.73
Grade 6	39.87	46.00	16.91	44.94	42.67	52.94	15.19	11.33	30.15
Grade 7	30.41	39.51	17.16	50.88	40.74	56.21	18.71	19.75	26.63
Grade 8	36.08	33.13	20.78	53.16	41.10	61.04	10.76	25.77	18.18
All Grades	29.89	31.92	15.43	50.22	46.76	57.49	19.89	21.32	27.09

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.81	37.29	17.81	60.47	49.15	71.23	14.73	13.56	10.96
Grade 4	25.00	29.08	11.18	55.13	56.03	58.55	19.87	14.89	30.26
Grade 5	25.00	18.52	17.80	54.05	54.32	58.47	20.95	27.16	23.73
Grade 6	38.61	41.33	11.76	48.73	48.00	66.18	12.66	10.67	22.06
Grade 7	28.65	27.16	17.75	62.57	53.09	65.68	8.77	19.75	16.57
Grade 8	36.71	25.15	17.53	54.43	55.21	64.94	8.86	19.63	17.53
All Grades	30.00	29.24	15.66	55.87	52.79	64.34	14.13	17.97	20.00

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. We are not able to compare the 2018-2019 school year as the 2020-2021 test was administered under a pandemic and was a shortened version of the test.

2. Based on the results from the 2020-2021 assessment, the district dropped in all areas: Problem Solving & Modeling/Data Analysis, Communicating Reasoning, and Concepts & Procedures. The District will continue to focus on all of these areas as students are in-person this school year. The District will use District provided curriculum, iReady, Freckle Math, and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1430.4	1409.0	1411.4	1438.4	1414.9	1420.4	1411.7	1395.1	1390.3	61	48	47
1	1481.0	1455.3	1471.2	1467.8	1451.9	1471.7	1493.7	1458.2	1470.3	58	41	18
2	1500.0	1494.0	1519.8	1482.6	1476.3	1512.3	1516.9	1511.2	1526.8	21	26	24
3	1488.6	1482.9	1510.3	1477.9	1473.0	1508.7	1498.9	1492.4	1511.5	17	14	31
4	1513.0	1520.2	1507.0	1493.5	1505.0	1506.9	1532.2	1534.9	1506.7	23	26	30
5	1533.8	1516.4	*	1518.7	1496.0	*	1548.3	1536.2	*	17	21	10
6	1499.9	1528.3	1525.5	1478.1	1499.2	1523.7	1521.3	1557.1	1527.1	14	11	13
7	1536.5	1542.1	1554.1	1534.1	1538.6	1546.0	1538.5	1545.2	1561.6	13	13	17
8	*	*	*	*	*	*	*	*	*	*	8	10
All Grades										230	208	200

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	29.51	8.33	10.64	31.15	27.08	44.68	31.15	52.08	14.89	*	12.50	29.79	61	48	47
1	51.72	4.88	11.11	37.93	43.90	61.11	*	39.02	22.22	*	12.20	5.56	58	41	18
2	57.14	19.23	37.50	*	50.00	50.00		26.92	12.50	*	3.85	0.00	21	26	24
3	*	7.14	22.58	*	50.00	41.94	*	14.29	35.48	*	28.57	0.00	17	14	31
4	*	23.08	13.33	60.87	46.15	46.67	*	23.08	30.00	*	7.69	10.00	23	26	30
5	*	14.29	*	*	57.14	*	*	14.29	*		14.29	*	17	21	*
6		18.18	15.38	*	45.45	46.15	*	27.27	30.77	*	9.09	7.69	14	11	13
7	*	15.38	35.29	*	38.46	35.29	*	30.77	23.53		15.38	5.88	13	13	17
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	36.09	12.02	17.50	38.26	43.27	48.50	18.70	32.69	23.50	6.96	12.02	10.50	230	208	200

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.70	10.42	12.77	32.79	27.08	46.81	21.31	41.67	17.02	*	20.83	23.40	61	48	47
1	63.79	7.32	38.89	20.69	43.90	27.78	*	39.02	27.78	*	9.76	5.56	58	41	18
2	71.43	23.08	54.17	*	50.00	37.50	*	23.08	8.33	*	3.85	0.00	21	26	24
3	*	28.57	38.71	*	21.43	48.39	*	28.57	12.90	*	21.43	0.00	17	14	31
4	*	34.62	40.00	52.17	42.31	40.00	*	15.38	10.00	*	7.69	10.00	23	26	30
5	*	19.05	*	*	47.62	*	*	23.81	*		9.52	*	17	21	*
6	*	18.18	38.46	*	45.45	53.85	*	27.27	0.00	*	9.09	7.69	14	11	13
7	*	38.46	41.18	*	15.38	41.18	*	30.77	11.76		15.38	5.88	13	13	17
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	45.65	18.75	34.50	32.61	37.50	44.50	15.22	31.25	12.00	6.52	12.50	9.00	230	208	200

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	22.95	2.08	19.15	18.03	45.83	19.15	49.18	41.67	36.17	*	10.42	25.53	61	48	47
1	55.17	2.44	11.11	24.14	48.78	44.44	*	34.15	33.33	*	14.63	11.11	58	41	18
2	57.14	15.38	20.83	*	42.31	58.33	*	30.77	16.67		11.54	4.17	21	26	24
3	*	7.14	12.90	*	35.71	32.26	*	28.57	51.61	*	28.57	3.23	17	14	31
4	*	26.92	0.00	*	26.92	36.67	*	30.77	50.00	*	15.38	13.33	23	26	30
5	*	9.52	*	*	28.57	*	*	47.62	*		14.29	*	17	21	*
6	*	27.27	7.69	*	27.27	30.77	*	36.36	30.77	*	9.09	30.77	14	11	13
7	*	15.38	17.65	*	23.08	29.41	*	38.46	47.06	*	23.08	5.88	13	13	17
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	33.04	10.10	12.00	26.96	38.94	33.00	28.26	36.06	41.00	11.74	14.90	14.00	230	208	200

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	62.30	16.67	23.40	32.79	75.00	59.57	*	8.33	17.02	61	48	47
1	81.03	36.59	55.56	*	60.98	44.44	*	2.44	0.00	58	41	18
2	80.95	15.38	41.67	*	80.77	58.33	*	3.85	0.00	21	26	24
3	*	21.43	35.48	*	71.43	64.52	*	7.14	0.00	17	14	31
4	*	46.15	46.67	52.17	50.00	43.33	*	3.85	10.00	23	26	30
5	*	9.52	*	*	80.95	*		9.52	*	17	21	*
6	*	9.09	7.69	*	72.73	84.62	*	18.18	7.69	14	11	13
7	*	15.38	11.76	*	46.15	64.71		38.46	23.53	13	13	17
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	58.70	23.08	30.50	36.52	68.27	61.00	4.78	8.65	8.50	230	208	200

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.87	10.42	19.15	52.46	50.00	48.94	19.67	39.58	31.91	61	48	47
1	41.38	2.44	11.11	44.83	75.61	83.33	*	21.95	5.56	58	41	18
2	66.67	15.38	58.33	*	73.08	41.67	*	11.54	0.00	21	26	24
3	*	28.57	58.06	*	42.86	41.94	*	28.57	0.00	17	14	31
4	60.87	26.92	43.33	*	61.54	46.67	*	11.54	10.00	23	26	30
5	64.71	33.33	*	*	38.10	*	*	28.57	*	17	21	*
6	*	18.18	61.54	*	72.73	30.77	*	9.09	7.69	14	11	13
7	*	53.85	64.71	*	38.46	29.41		7.69	5.88	13	13	17
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	42.61	19.23	45.00	43.48	57.69	44.00	13.91	23.08	11.00	230	208	200

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	4.26	77.05	91.67	63.83	*	8.33	31.91	61	48	47
1	63.79	19.51	50.00	24.14	60.98	38.89	*	19.51	11.11	58	41	18
2	61.90	15.38	62.50	*	69.23	33.33	*	15.38	4.17	21	26	24
3	*	7.14	6.45	*	57.14	77.42	*	35.71	16.13	17	14	31
4	*	19.23	0.00	56.52	57.69	66.67	*	23.08	33.33	23	26	30
5	*	19.05	*	70.59	66.67	*		14.29	*	17	21	*
6	*	27.27	7.69	*	45.45	30.77	*	27.27	61.54	14	11	13
7	*	23.08	29.41	*	23.08	41.18	*	53.85	29.41	13	13	17
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.35	13.94	18.50	46.52	65.38	55.50	19.13	20.67	26.00	230	208	200

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.54	43.75	36.17	37.70	41.67	29.79	*	14.58	34.04	61	48	47
1	44.83	12.20	5.56	53.45	70.73	66.67	*	17.07	27.78	58	41	18
2	*	19.23	16.67	57.14	76.92	75.00	*	3.85	8.33	21	26	24
3	*	35.71	19.35	70.59	42.86	77.42	*	21.43	3.23	17	14	31
4	47.83	30.77	10.00	*	65.38	80.00	*	3.85	10.00	23	26	30
5	76.47	9.52	*	*	80.95	*		9.52	*	17	21	*
6	*	45.45	15.38	*	54.55	76.92	*	0.00	7.69	14	11	13
7	*	7.69	23.53	84.62	92.31	70.59		0.00	5.88	13	13	17
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	41.30	25.00	19.50	51.30	64.90	65.50	7.39	10.10	15.00	230	208	200

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. * Represents a group too small to calculate a score. The ELPAC is aligned with the California ELD standards and demonstrated a shift in rigor. The District will continue to run small ELD groups to support English Learners. Teachers will continue to receive extra support during class to support English Learners. In addition, the ELD

teacher and support staff will offer support to our EL students and provide an ELPAC academy during the intervention block to provide continued ELPAC exposure to the EL students.

2. During the 2020-21 school year, students took the Summative ELPAC assessment, where Approximately 15% of our student population consists of English Learners. 11% of our English Learners are Minimally Developed, 24% are Somewhat Developed, and 49% are Moderately Developed. 18% of our English Learner population reclassified as RFEP.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1312	**30.6**	**14.9**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	196	14.9
Foster Youth	5	0.4
Homeless		
Socioeconomically Disadvantaged	402	30.6
Students with Disabilities	118	9.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.4
American Indian or Alaska Native	1	0.1
Asian	29	2.2
Filipino	2	0.2
Hispanic	1129	86.1
Two or More Races	7	0.5
Native Hawaiian or Pacific Islander		
White	132	10.1

Conclusions based on this data:

1. During the 2020-2021 school year, Smarter Balanced Summative Assessment (SBAC) was administered state wide for those districts that wanted to participate and not do a local assessment. Due to the COVID-19 pandemic and students doing Distance Learning for the majority of the school, the SBAC assessment was shortened. At this time,

the California Dashboard only has the updated the Student Population and Local Indicators for the 2021-2020 school year.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018-2019 school year. The District maintained its Green Performance Indicator in ELA and Mathematics and Orange Performance Indicator in Chronic Absenteeism.
2. The Performance Indicator for the Suspension Rate improved from an "Orange" to "Green" status.
3. All Local Indicators were met.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
32.8 points above standard	0.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	Increased ++4 points	3
890	200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.4 points above standard	33.4 points below standard
1	Increased ++3.5 points	Declined Significantly -27 points
	331	78

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	103.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased ++13 points	3
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
27.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	53.3 points above standard
Maintained -0.4 points	5		Maintained -0.3 points
767			85

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.4 points below standard	27.7 points above standard	41.3 points above standard
Increased ++10.5 points	Increased ++8.9 points	Maintained ++1.3 points
74	126	505

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018-2019 school year.
2. The District's overall ELA score is 32.1 points above the standard. This score decreased by 1.3 points and is Maintained from the previous year. Students with disabilities declined significantly from their overall score from previous year by 27.3 points. English Learners increased by 3.4 points.
3. The District Response plan in supporting shows that English Learners are making gains. In addition to the integrated support all students received, many of the English Learners also received designated supports with the ELD teacher and support staff. Students also benefit from the support services provided by the Title 1 teacher and support staff. The District has purchased a comprehensive digital program, iReady, to support all students in ELA and Math, along with supplemental programs/apps to enhance student learning. Our student with Disabilities are also receiving extra academic and testing support to improve overall scores.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
13.1 points above standard	14.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1 points	Maintained ++2.4 points	3
889	200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.1 points below standard	58.9 points below standard
1	Increased ++4.6 points	Declined Significantly -19.8 points
	330	78

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 101.7 points above standard Increased ++9.7 points 27	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 6 points above standard Declined -3.1 points 766	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Blue 47 points above standard Increased ++3 points 85

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.9 points below standard Declined -3.2 points 74	9.1 points above standard Increased ++11.3 points 126	20.8 points above standard Maintained -1.9 points 504

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018-2019 school year.
2. The District's overall Mathematics score is 13.1 points above the standard. The District's Mathematics score decreased by 3.1 points. English Learner student scores went up 2.4 points and Maintained from previous year. Socioeconomically disadvantaged students scores increased by 4.6 points. Students with disabilities went down 19.8 points and Declined Significantly.
3. The District Response plan in supporting shows that English Learners are making gains. In addition to the integrated support all students received, many of the English Learners also received designated supports with the ELD teacher and support staff. Students also benefit from the support services provided by the Title 1 teacher and support staff. The District has purchased a comprehensive digital program, iReady, to support all students in ELA and Math, along with supplemental programs/apps to enhance student learning. Our student with Disabilities are also receiving extra academic and testing support to improve overall scores.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
40.9 making progress towards English language proficiency
Number of EL Students: 149
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.8	36.2	2.6	38.2

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data on this page reflects scores from the 2018-2019 school year.
2. 40.9% of our English Learners made progress towards English Language Proficiency. 57 students made progress at least one ELPI level, while 34 students decreased one ELPI level. We will work on moving the 54 students that Maintained to move up at least one level and not have as many students decrease a level.
3. During the 2019-20 school year, we were able to administer the ELPAC summative test, where Approximately 14% of our student population consists of English Learners. 17% of our English Learners are Minimally Developed, 34% are Somewhat Developed, and 48% are Moderately Developed. 20% of our English Learner population reclassified as RFEP.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
6.6	11.9	38.5
Increased +0.9	Increased Significantly +4.8	13
1404	219	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.5	11.3
3	Increased +1.1	Declined -0.8
	570	124

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.8	Less than 11 Students - Data Not Displayed for Privacy
6	0	Increased +6.8	4
		44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
6.6	9.1	Less than 11 Students - Data Not Displayed for Privacy	6.9
Increased +0.5	Increased +9.1	0	Increased +1.6
1195	11		144

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018-2019 school year.

2. The District overall chronically absent students is at 6.6% and increased by 0.9 points from the previous year. English Learners increased 4.8 points to 11.9%, which increased significantly. Socioeconomically Disadvantaged students increased by 1.1 points up to 9.5%. Students with Disabilities declined 0.8 points to 11.3%. Although the focus will be to improve all subgroups, an emphasis will be placed on the English Learners to decrease the overall percentage.

3. The District will work alongside the Attendance Matters Team to incorporate initiatives to improve the overall performance in attendance for our subgroups who are chronically absent. During the 2019/20 school year, the chronic absenteeism rate was 4.1%.

   During the 2020-2021 school year, the suspension rate was 3.70%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.6	0.9	0
Declined Significantly -1.6	Maintained +0.1	17
1420	224	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not	2.1	2.4
3	Declined Significantly -2.2	Increased +2.4
	580	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
6		Declined -2.4	4
		44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Blue
1.9	0		0
Declined Significantly -1.5	Declined -10.7		Declined -1.3
1210	12		144

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.2	1.6

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.
2. The District's overall suspension rate is 1.6% which Decreased Significantly by 1.6 points from the previous year. The socioeconomically disadvantaged students percentage Decreased Significantly by 2.2 points. English Learners Maintained with a 0.1 point increase, and student with Disabilities increased 2.4 points.
3. During the 2020-2021 school year, the suspension rate was 0.60%

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.

Goal 1

Ensure full access of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 English Language Arts and Literary. Students' scores will maintain in English Language Arts as measured by the California Dashboard.

Identified Need

The 2020-2021 CAASPP scores have not been released. It was a shortened assessment compared to the previous fully implemented assessment from 2018-2019.

For the 2018-2019 school year, the overall ELA score is 32.1 points above the standard. The identified need is to support all subgroups to maintain the the score. A focus will be Listening: Demonstrating effective Communication skills, and Research/Inquiry: Investigating, Analyzing and Presenting Information.

Although the SBAC Summative assessment was canceled for the 2019-2020 school year, an identified need was to support the ELD, Title 1, and Special Education students in the area of ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA % Standard Met / Exceeded. California School Dashboard ELA Academic Indicator Distance from Level 3. CELDT % shift across proficiency levels: Beginner, Early Intermediate, Intermediate. EL Reclassification Rate SARC report on teacher credentialing. Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Harcourt Journeys (K-6) and Collections (7-8).	2015-2016 District 64%; EL 25%; LI 23% 2015-2016 District +21. DF3; EL -14.2 DF3; LI - 1.2 DF3. 2015-2016 Beginner 18%; Early Intermediate 23%; Intermediate 40%. CELDT Reclassification rate of 27% 2016-2017 45 teachers with full credentials; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).	For the 2021-2022 School year, students will increase by at least 5 points from the previous year. During the 2020-2021 school year, the CAASPP was shortened due to COVID-19. For the 2019-2020 CAASPP, the percentage of students who met or exceeded Standard will be maintained at or above the baseline. For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DF3 Status and Change.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Locally created Stakeholder Survey for Implementation of State Standards.	All students have access to district adopted curriculum both in hard copy and digital format. Teacher responses to locally created Stakeholder Survey will establish a baseline data.	The percentage of EL students who scored in the “Beginning” through “Intermediate” proficiency levels will show a 2% shift across English proficiency levels. Continuous monitoring of Reclassification Rate to maintain above county average. Continuous monitoring of teacher credentials and assignments in the appropriate subject areas. Continuous monitoring of standards-aligned curriculum to ensure sufficient access.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:1 Teachers will provide remedial after-school tutoring. Instructional Assistants will facilitate small group intervention.

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)
489,305	LCFF - Supplemental
119,026	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:2 English Language Development (ELD) Teacher will provide direct student instruction and ongoing professional development. Teacher will provide curriculum planning and implementation. Support Staff will assist with the planning and implementation of the ELD/Instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
147,776	LCFF - Supplemental
7,500	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:3 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the Induction program and California Teacher Professional Standards.

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)
10,898	LCFF - Supplemental
9,021	Title II Part A: Improving Teacher Quality

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:4 Purchase of curriculum/instructional materials/digital licenses for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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)
25,000	LCFF - Supplemental
60,000	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:5 Update Technology to facilitate use of digital components for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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)
40,000	LCFF - Supplemental
48,590	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:6 Professional Development for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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

Amount(s)	Source(s)
500	LCFF - Supplemental
20,946	Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2020-21

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.

During the 2020-2021 school year, the actions and services for this goal were successfully implemented this school year. Professional development by ICOE for this goal was focused on instructional strategies and fostering a balanced assessment system. Intervention programs were in place throughout the year for K-8th grade students through the district's ELD/Title 1 teachers and after school tutoring. The challenge faced by the district was beginning the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will continue to use the ICA's and the Synergy Assessment Modules to build the benchmark assessments.

During the 2019-2020 school year, the SBAC Summative Assessment was canceled. These overall scores reflect the 2018-2019 school year. The District's overall ELA score is 32.1 points above the standard. This score decreased by 1.3 points and is Maintained from the previous year. Students with disabilities declined significantly from their overall score from previous year by 27.3 points. English Learners increased by 3.4 points. The District maintained the scores in the area of Listening: Demonstrating effective Communication skills. 57 students made progress at least one ELPI level, while 34 students decreased one ELPI level. We will work on moving the 54 students that Maintained to move up at least one level and not have as many students decrease a level. 40.9% of our English Learners made progress towards English Language Proficiency.

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

Due to the COVID-19 pandemic, the District was unable to fully spend the professional development budgeted amount.

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 District will continue to focus on this area along with Research/Inquiry: Investigating, Analyzing and Presenting Information. The District will use District provided curriculum along with assessments from Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All McCabe Union Elementary School District students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.

Goal 2

Ensure full implementation of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 Mathematics. Students' scores will increase by 3 points in Mathematics as measured by the California Dashboard.

Identified Need

The 2020-2021 CAASPP scores have not been released. It was a shortened assessment compared to the previous fully implemented assessment from 2018-2019.

For the 2018-2019 school year, the overall Mathematics score is 13.1 points above the standard. The identified need is to support all subgroups to maintain the the score. A focus will be on Problem Solving and Modeling/Data Analysis: Using Appropriate Tools and Strategies to Solve Real World and Mathematical Problems and Communicating Reasoning.

Although the SBAC Summative assessment was canceled for the 2019/20 school year, an identified need was to support the ELD, Title 1, and Special Education students in the area of mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics % Standard Met / Exceeded California School Dashboard ELA Academic Indicator Distance from Level 3. District Benchmark Assessment: Beginning of Year, Mid-Year, and End of Year. SARC report on teacher credentialing. Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Go Math curriculum.	2015-2016 District 56%; EL 25%; LI 23%. 2015-2016 District +7.3 DF3; EL - 25.9 DF3; LI -13.8 DF3. District Benchmark for the 2016-2017 school year increased 40% from BOY 39% to EOY 79%. 2016-2017 45 teachers with full credential; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential). All students have access to district adopted curriculum both in hard copy and digital format.	For the 2021-2022 School year, students will increase by at least 5 points from the previous year. For the 2020-2021 school year, the CAASPP was shortened due to COVID-19. For the 2019-2020 CAASPP, the percentage of students who met or exceeded the standard will be maintained at at or above the baseline. For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DFS Status and Change.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Conference Attendance Rate	Parent Conference attendance for 2015-2016 was 98.39%.	For 2019/2020, maintain the End of Year assessments at school wide average of 75%. Continuous monitoring of teacher credentials and assignments in the appropriate subject areas. Continuous monitoring of standards-aligned curriculum to ensure sufficient access. The district will maintain a parent conference participation rate of 98%.

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

Strategy/Activity 1

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:1 Teachers will provide remedial after-school tutoring. Instructional Assistants will facilitate small group instruction.

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

Amount(s)	Source(s)
483,250	LCFF - Supplemental
119,026	Title I Part A: Allocation

Strategy/Activity 2

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:2 Purchase of curriculum/instructional materials/digital licenses 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)
25,000	LCFF - Supplemental

Strategy/Activity 3

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:3 Update Technology to facilitate use of digital components 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)
40,000	LCFF - Supplemental

Strategy/Activity 4

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:4 Professional Development for California Math standards and instructional practice.

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

Amount(s)	Source(s)
500	LCFF - Supplemental
9,021	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2020-21

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.

During the 2020-2021 school year, the actions and services for this goal were substantially implemented this school year. The multiple measures for math performance indicate a strong instructional program. The need for professional development shifted to the implementation of Google Suite for Education and how to document for Distance Learning. The expansion of the district website and the enhancements to the technology capacity continue to increase access to resources and to the parent community. Parent attendance at Back to School Night and Parent Conferences is at 98%. The challenge faced by the district was to begin the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will continue to use the ICA's and the Synergy Assessment Modules to build the benchmark assessments.

During the 2019-2020 school year, the SBAC Summative Assessment was canceled. These overall scores reflect the 2018-2019 school year. The District's overall Mathematics score is 13.1 points above the standard. The District's Mathematics score decreased by 3.1 points. English Learner student scores went up 2.4 points and Maintained from previous year. Socioeconomically disadvantaged students scores increased by 4.6 points. Students with disabilities went down 19.8 points and Declined Significantly.

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

Due to the COVID-19 pandemic, the District was unable to fully spend the professional development budgeted amount.

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 District increased the overall percent of students that were above the standard. The District will continue to focus on the following area: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems and Communicating Reasoning. The District will use District provided curriculum along with assessments from Inspect Data Bank and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

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	$261,453
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,655,359.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$363,163.00
Title II Part A: Improving Teacher Quality	$29,967.00

Subtotal of additional federal funds included for this school: $393,130.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$1,262,229.00

Subtotal of state or local funds included for this school: $1,262,229.00

Total of federal, state, and/or local funds for this school: $1,655,359.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Armando Lopez	Principal
Jenny Higginbottom	Classroom Teacher
Louisella Godinez	Classroom Teacher
Kristi Cook	Classroom Teacher
Veronica Vizcarra	Other School Staff
Jordan Tucker	Parent or Community Member
Rob Christensen	Parent or Community Member
Ruth Ontiveros	Parent or Community Member
Marcy Mendoza	Parent or Community Member
Jessica Aceves	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name	
Dianna Espinoza Dianna Espinoza (Jan 21, 2022 11:31 PST)	English Learner Advisory Committee	Jan 21, 2022
Melissa Hodgkin (Jan 21, 2022 10:23 PST)	Special Education Advisory Committee	Jan 21, 2022
Kristi Cook Kristi Cook (Jan 21, 2022 11:18 PST)	Other: Title 1 Advisory Committee	Jan 21, 2022

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 01/19/2020.

Attested:

Armando Lopez	Principal, Armando Lopez on	Jan 21, 2022
Robert Christensen (Jan 21, 2022 15:10 PST)	SSC Chairperson, Rob Christensen on	Jan 21, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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