

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 11, 2023	February 14, 2023

Purpose and Description

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

There are no resource inequities to report.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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

Funding

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

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 first 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 District continues 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 Parent Square. 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. Parents are able to participate in our PeaceBuilder Award's Ceremony, special grade level and school wide programs, parent conferences, after school sports, and volunteer in the classrooms.

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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.1%	0.08%	0	1	1
African American	0.59%	0.4%	0.40%	8	5	5
Asian	2.58%	2.2%	2.54%	35	29	32
Filipino	0.29%	0.2%	0.16%	4	2	2
Hispanic/Latino	85.8%	86.1%	85.17%	1,166	1,129	1074
Pacific Islander	0%	%	%	0		
White	9.64%	10.1%	9.28%	131	132	117
Multiple/No Response	0.59%	0.5%	0.79%	8	7	10
	Total Enrollment			1,359	1,312	1261

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	175	164	158
Grade 1	117	125	117
Grade 2	153	120	121
Grade3	142	151	114
Grade 4	126	153	150
Grade 5	147	123	150
Grade 6	171	141	127
Grade 7	158	175	151
Grade 8	170	160	173
Total Enrollment	1,359	1,312	1,261

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 2022-2023 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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	195	196	174	14.3%	14.90%	13.8%
Fluent English Proficient (FEP)	321	294	274	23.6%	22.40%	21.7%
Reclassified Fluent English Proficient (RFEP)	24	38	37	12.1%	19.3%	21.2%

Conclusions based on this data:

1. There was an increase of 1.9% 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 through 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	121	149	114	118	146	114	118	146	114	97.5	98.0	100.0
Grade 4	141	152	151	140	151	150	140	151	150	99.3	99.3	99.3
Grade 5	163	121	152	162	119	149	162	119	149	99.4	98.3	98.0
Grade 6	150	140	129	150	135	129	150	135	129	100	96.4	100.0
Grade 7	162	172	151	161	169	149	161	169	149	99.4	98.3	98.7
Grade 8	167	157	171	163	154	168	163	154	168	97.6	98.1	98.2
All Grades	904	891	868	894	874	859	894	874	859	98.9	98.1	99.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2466.	2419.	2451.	37.29	19.18	33.33	34.75	28.77	27.19	16.10	30.14	21.05	11.86	21.92	18.42
Grade 4	2498.	2452.	2469.	36.43	18.54	22.00	29.29	21.85	34.00	17.14	27.81	17.33	17.14	31.79	26.67
Grade 5	2521.	2533.	2509.	24.07	28.57	21.48	36.42	36.13	30.87	21.60	19.33	22.15	17.90	15.97	25.50
Grade 6	2579.	2535.	2573.	34.67	20.74	36.43	44.00	34.07	34.88	12.00	25.93	17.83	9.33	19.26	10.85
Grade 7	2596.	2545.	2568.	31.68	13.02	21.48	42.24	40.24	40.94	13.04	23.67	16.78	13.04	23.08	20.81
Grade 8	2583.	2566.	2574.	18.40	12.34	15.48	37.42	40.26	41.07	31.29	29.87	23.21	12.88	17.53	20.24
All Grades	N/A	N/A	N/A	29.87	18.19	24.21	37.58	33.64	35.27	18.79	26.32	19.79	13.76	21.85	20.72

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.98	12.33	29.82	48.31	71.92	59.65	12.71	15.75	10.53
Grade 4	34.29	13.91	19.33	51.43	69.54	61.33	14.29	16.56	19.33
Grade 5	30.86	21.01	16.78	47.53	63.03	64.43	21.60	15.97	18.79
Grade 6	37.33	20.74	32.56	50.00	60.74	58.14	12.67	18.52	9.30
Grade 7	36.02	19.53	18.79	45.96	60.95	64.43	18.01	19.53	16.78
Grade 8	28.83	16.88	20.83	44.17	64.29	55.36	26.99	18.83	23.81
All Grades	34.12	17.28	22.47	47.76	65.10	60.54	18.12	17.62	17.00

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.59	10.96	25.44	50.85	63.70	55.26	13.56	25.34	19.30
Grade 4	23.57	9.27	16.67	58.57	60.93	62.00	17.86	29.80	21.33
Grade 5	38.89	33.61	19.46	47.53	57.98	59.73	13.58	8.40	20.81
Grade 6	42.00	15.56	28.68	51.33	55.56	57.36	6.67	28.89	13.95
Grade 7	44.10	16.57	27.52	47.20	60.95	55.70	8.70	22.49	16.78
Grade 8	33.74	19.48	18.45	56.44	61.69	63.69	9.82	18.83	17.86
All Grades	36.58	17.05	22.35	51.90	60.30	59.25	11.52	22.65	18.39

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.42	7.53	14.04	66.10	84.25	77.19	8.47	8.22	8.77
Grade 4	25.71	11.26	12.67	65.00	78.15	72.67	9.29	10.60	14.67
Grade 5	16.05	15.13	15.44	69.14	73.11	73.83	14.81	11.76	10.74
Grade 6	24.00	20.00	17.83	72.00	71.11	75.19	4.00	8.89	6.98
Grade 7	21.12	16.57	14.09	69.57	72.19	74.50	9.32	11.24	11.41
Grade 8	16.56	9.74	20.24	75.46	77.27	71.43	7.98	12.99	8.33
All Grades	21.14	13.27	15.83	69.80	76.09	73.92	9.06	10.64	10.24

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.44	15.07	27.19	51.69	69.86	62.28	11.86	15.07	10.53
Grade 4	33.57	16.56	20.00	50.00	69.54	64.67	16.43	13.91	15.33
Grade 5	26.54	28.57	18.12	50.62	57.98	67.79	22.84	13.45	14.09
Grade 6	44.67	34.81	33.33	45.33	54.07	60.47	10.00	11.11	6.20
Grade 7	45.34	18.93	24.83	40.99	65.68	60.40	13.66	15.38	14.77
Grade 8	26.99	23.38	20.24	55.83	61.69	66.07	17.18	14.94	13.69
All Grades	35.46	22.43	23.52	48.99	63.50	63.80	15.55	14.07	12.69

2019-20 Data:

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Conclusions based on this data:

1. Based on the results from the 2021-2022 assessment, the district increased in all areas: Reading, Writing, Listening and Research. The District will continue to focus on all of these areas. The District will provide PRIME reading intervention, after school academic tutoring, 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	121	149	114	118	146	114	118	146	114	97.5	98.0	100.0
Grade 4	141	152	151	141	152	150	141	152	150	100	100.0	99.3
Grade 5	163	121	152	162	118	150	162	118	150	99.4	97.5	98.7
Grade 6	150	140	129	150	136	129	150	136	129	100	97.1	100.0
Grade 7	162	172	151	162	169	148	162	169	148	100	98.3	98.0
Grade 8	166	157	171	163	154	168	163	154	168	98.2	98.1	98.2
All Grades	903	891	868	896	875	859	896	875	859	99.2	98.2	99.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2458.	2418.	2436.	27.97	8.22	16.67	38.98	33.56	32.46	20.34	34.93	32.46	12.71	23.29	18.42
Grade 4	2491.	2444.	2463.	18.44	9.87	8.00	34.04	19.08	26.67	38.30	38.82	47.33	9.22	32.24	18.00
Grade 5	2515.	2500.	2498.	21.60	17.80	16.00	22.84	16.95	22.00	35.80	35.59	27.33	19.75	29.66	34.67
Grade 6	2595.	2526.	2588.	47.33	18.38	42.64	27.33	21.32	24.81	16.00	33.82	23.26	9.33	26.47	9.30
Grade 7	2578.	2540.	2549.	32.10	17.75	23.65	29.63	24.26	21.62	22.84	31.95	28.38	15.43	26.04	26.35
Grade 8	2587.	2564.	2537.	26.99	22.08	13.69	26.38	20.13	20.24	23.31	29.87	29.17	23.31	27.92	36.90
All Grades	N/A	N/A	N/A	29.13	15.66	19.56	29.35	22.74	24.21	26.23	34.06	31.43	15.29	27.54	24.80

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.85	15.07	28.07	33.05	60.96	51.75	16.10	23.97	20.18
Grade 4	36.88	12.50	16.67	41.13	46.05	56.67	21.99	41.45	26.67
Grade 5	32.72	15.25	21.33	39.51	55.08	52.00	27.78	29.66	26.67
Grade 6	55.33	19.85	48.06	33.33	52.21	41.86	11.33	27.94	10.08
Grade 7	40.12	20.71	25.00	39.51	58.58	49.32	20.37	20.71	25.68
Grade 8	33.74	22.08	16.67	39.88	49.35	54.76	26.38	28.57	28.57
All Grades	41.07	17.71	25.15	37.95	53.71	51.34	20.98	28.57	23.52

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.90	13.70	19.30	54.24	57.53	55.26	11.86	28.77	25.44
Grade 4	21.28	12.50	10.67	53.19	52.63	61.33	25.53	34.87	28.00
Grade 5	17.90	10.17	10.67	51.23	66.10	58.67	30.86	23.73	30.67
Grade 6	46.00	16.91	33.33	42.67	52.94	53.49	11.33	30.15	13.18
Grade 7	39.51	17.16	18.92	40.74	56.21	56.76	19.75	26.63	24.32
Grade 8	33.13	20.78	16.07	41.10	61.04	53.57	25.77	18.18	30.36
All Grades	31.92	15.43	17.69	46.76	57.49	56.58	21.32	27.09	25.73

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.29	17.81	21.93	49.15	71.23	64.91	13.56	10.96	13.16
Grade 4	29.08	11.18	12.00	56.03	58.55	64.67	14.89	30.26	23.33
Grade 5	18.52	17.80	12.67	54.32	58.47	59.33	27.16	23.73	28.00
Grade 6	41.33	11.76	31.01	48.00	66.18	59.69	10.67	22.06	9.30
Grade 7	27.16	17.75	18.92	53.09	65.68	60.81	19.75	16.57	20.27
Grade 8	25.15	17.53	10.71	55.21	64.94	67.26	19.63	17.53	22.02
All Grades	29.24	15.66	17.23	52.79	64.34	62.86	17.97	20.00	19.91

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. Based on the results from the 2021-2022 assessment, the district increased in all areas: Problem Solving & Modeling/Data Analysis, Communicating Reasoning, and Concepts & Procedures. The District will continue to focus on all of these areas. The District will use District provided curriculum, iReady, Freckle Math, Smarter Balance Interim Assessments, and after-school academic tutoring 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1409.0	1411.4	1445.0	1414.9	1420.4	1456.4	1395.1	1390.3	1418.1	48	47	34
1	1455.3	1471.2	1454.6	1451.9	1471.7	1457.4	1458.2	1470.3	1451.2	41	18	27
2	1494.0	1519.8	1488.9	1476.3	1512.3	1496.1	1511.2	1526.8	1481.3	26	24	17
3	1482.9	1510.3	1504.5	1473.0	1508.7	1501.2	1492.4	1511.5	1507.2	14	31	13
4	1520.2	1507.0	1522.2	1505.0	1506.9	1517.8	1534.9	1506.7	1526.1	26	30	27
5	1516.4	*	1544.5	1496.0	*	1547.8	1536.2	*	1540.8	21	10	24
6	1528.3	1525.5	1540.2	1499.2	1523.7	1536.2	1557.1	1527.1	1543.5	11	13	13
7	1542.1	1554.1	1533.8	1538.6	1546.0	1529.5	1545.2	1561.6	1537.7	13	17	13
8	*	*	*	*	*	*	*	*	*	8	10	9
All Grades										208	200	177

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.33	10.64	29.41	27.08	44.68	35.29	52.08	14.89	17.65	12.50	29.79	17.65	48	47	34
1	4.88	11.11	7.41	43.90	61.11	48.15	39.02	22.22	29.63	12.20	5.56	14.81	41	18	27
2	19.23	37.50	11.76	50.00	50.00	58.82	26.92	12.50	17.65	3.85	0.00	11.76	26	24	17
3	7.14	22.58	15.38	50.00	41.94	61.54	14.29	35.48	15.38	28.57	0.00	7.69	14	31	13
4	23.08	13.33	29.63	46.15	46.67	33.33	23.08	30.00	29.63	7.69	10.00	7.41	26	30	27
5	14.29	*	33.33	57.14	*	41.67	14.29	*	16.67	14.29	*	8.33	21	*	24
6	18.18	15.38	15.38	45.45	46.15	61.54	27.27	30.77	15.38	9.09	7.69	7.69	11	13	13
7	15.38	35.29	0.00	38.46	35.29	69.23	30.77	23.53	23.08	15.38	5.88	7.69	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.02	17.50	20.34	43.27	48.50	46.89	32.69	23.50	22.03	12.02	10.50	10.73	208	200	177

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.42	12.77	38.24	27.08	46.81	29.41	41.67	17.02	14.71	20.83	23.40	17.65	48	47	34
1	7.32	38.89	14.81	43.90	27.78	51.85	39.02	27.78	25.93	9.76	5.56	7.41	41	18	27
2	23.08	54.17	52.94	50.00	37.50	29.41	23.08	8.33	11.76	3.85	0.00	5.88	26	24	17
3	28.57	38.71	23.08	21.43	48.39	61.54	28.57	12.90	15.38	21.43	0.00	0.00	14	31	13
4	34.62	40.00	40.74	42.31	40.00	40.74	15.38	10.00	11.11	7.69	10.00	7.41	26	30	27
5	19.05	*	50.00	47.62	*	41.67	23.81	*	0.00	9.52	*	8.33	21	*	24
6	18.18	38.46	61.54	45.45	53.85	23.08	27.27	0.00	15.38	9.09	7.69	0.00	11	13	13
7	38.46	41.18	23.08	15.38	41.18	69.23	30.77	11.76	0.00	15.38	5.88	7.69	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	34.50	37.29	37.50	44.50	41.81	31.25	12.00	12.99	12.50	9.00	7.91	208	200	177

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.08	19.15	5.88	45.83	19.15	47.06	41.67	36.17	38.24	10.42	25.53	8.82	48	47	34
1	2.44	11.11	7.41	48.78	44.44	44.44	34.15	33.33	14.81	14.63	11.11	33.33	41	18	27
2	15.38	20.83	0.00	42.31	58.33	52.94	30.77	16.67	29.41	11.54	4.17	17.65	26	24	17
3	7.14	12.90	15.38	35.71	32.26	38.46	28.57	51.61	38.46	28.57	3.23	7.69	14	31	13
4	26.92	0.00	14.81	26.92	36.67	40.74	30.77	50.00	22.22	15.38	13.33	22.22	26	30	27
5	9.52	*	16.67	28.57	*	20.83	47.62	*	54.17	14.29	*	8.33	21	*	24
6	27.27	7.69	0.00	27.27	30.77	46.15	36.36	30.77	46.15	9.09	30.77	7.69	11	13	13
7	15.38	17.65	0.00	23.08	29.41	30.77	38.46	47.06	53.85	23.08	5.88	15.38	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.10	12.00	8.47	38.94	33.00	40.11	36.06	41.00	35.59	14.90	14.00	15.82	208	200	177

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.67	23.40	44.12	75.00	59.57	38.24	8.33	17.02	17.65	48	47	34
1	36.59	55.56	40.74	60.98	44.44	51.85	2.44	0.00	7.41	41	18	27
2	15.38	41.67	29.41	80.77	58.33	64.71	3.85	0.00	5.88	26	24	17
3	21.43	35.48	69.23	71.43	64.52	30.77	7.14	0.00	0.00	14	31	13
4	46.15	46.67	62.96	50.00	43.33	29.63	3.85	10.00	7.41	26	30	27
5	9.52	*	33.33	80.95	*	58.33	9.52	*	8.33	21	*	24
6	9.09	7.69	7.69	72.73	84.62	92.31	18.18	7.69	0.00	11	13	13
7	15.38	11.76	0.00	46.15	64.71	92.31	38.46	23.53	7.69	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	30.50	37.85	68.27	61.00	54.24	8.65	8.50	7.91	208	200	177

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.42	19.15	32.35	50.00	48.94	50.00	39.58	31.91	17.65	48	47	34
1	2.44	11.11	3.70	75.61	83.33	85.19	21.95	5.56	11.11	41	18	27
2	15.38	58.33	41.18	73.08	41.67	52.94	11.54	0.00	5.88	26	24	17
3	28.57	58.06	23.08	42.86	41.94	76.92	28.57	0.00	0.00	14	31	13
4	26.92	43.33	29.63	61.54	46.67	66.67	11.54	10.00	3.70	26	30	27
5	33.33	*	83.33	38.10	*	8.33	28.57	*	8.33	21	*	24
6	18.18	61.54	69.23	72.73	30.77	30.77	9.09	7.69	0.00	11	13	13
7	53.85	64.71	84.62	38.46	29.41	7.69	7.69	5.88	7.69	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	45.00	42.37	57.69	44.00	49.72	23.08	11.00	7.91	208	200	177

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.26	8.82	91.67	63.83	85.29	8.33	31.91	5.88	48	47	34
1	19.51	50.00	25.93	60.98	38.89	37.04	19.51	11.11	37.04	41	18	27
2	15.38	62.50	17.65	69.23	33.33	64.71	15.38	4.17	17.65	26	24	17
3	7.14	6.45	7.69	57.14	77.42	53.85	35.71	16.13	38.46	14	31	13
4	19.23	0.00	22.22	57.69	66.67	44.44	23.08	33.33	33.33	26	30	27
5	19.05	*	16.67	66.67	*	70.83	14.29	*	12.50	21	*	24
6	27.27	7.69	15.38	45.45	30.77	46.15	27.27	61.54	38.46	11	13	13
7	23.08	29.41	7.69	23.08	41.18	61.54	53.85	29.41	30.77	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.94	18.50	16.38	65.38	55.50	57.63	20.67	26.00	25.99	208	200	177

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	43.75	36.17	32.35	41.67	29.79	50.00	14.58	34.04	17.65	48	47	34
1	12.20	5.56	14.81	70.73	66.67	70.37	17.07	27.78	14.81	41	18	27
2	19.23	16.67	11.76	76.92	75.00	76.47	3.85	8.33	11.76	26	24	17
3	35.71	19.35	23.08	42.86	77.42	69.23	21.43	3.23	7.69	14	31	13
4	30.77	10.00	29.63	65.38	80.00	59.26	3.85	10.00	11.11	26	30	27
5	9.52	*	25.00	80.95	*	70.83	9.52	*	4.17	21	*	24
6	45.45	15.38	30.77	54.55	76.92	69.23	0.00	7.69	0.00	11	13	13
7	7.69	23.53	0.00	92.31	70.59	92.31	0.00	5.88	7.69	13	17	13
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	19.50	21.47	64.90	65.50	68.36	10.10	15.00	10.17	208	200	177

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. During the 2021-22 school year, students took the Summative ELPAC assessment, where Approximately 13.8% of our student population consists of English Learners. 20.34% of our English Learners are Well- Developed, 46.89% are Moderately Developed, 22.03% are Somewhat Developed. 21.2% of our English Learner population reclassified as RFEP.

2. * 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.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,261	33.7	13.8	0.7
Total Number of Students enrolled in McCabe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	13.8
Foster Youth	9	0.7
Homeless		
Socioeconomically Disadvantaged	425	33.7
Students with Disabilities	128	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.4
American Indian	1	0.1
Asian	32	2.5
Filipino	2	0.2
Hispanic	1,074	85.2
Two or More Races	10	0.8
Pacific Islander		
White	117	9.3

Conclusions based on this data:

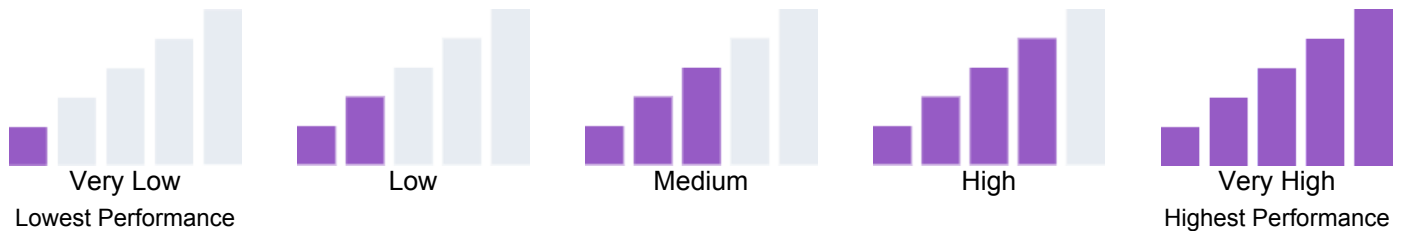
1. During the 2021-2022 school year, a shortened version of the Smarter Balanced Summative Assessment (SBAC) was administered. The California Dashboard provided an overall increase in all student populations. Overall, in ELA, 59.48% of students met or exceeded the standard. In ELA, socioeconomically disadvantage student population are at 48.83%, English Learners 24.24%, Students with Disabilities 15.39%.
2. Overall, in Math, 43.77% of students met or exceeded the standard. In Math, socioeconomically disadvantage student population are at 32.89%, English Learners 18%, Students with Disabilities 12.31%.

School and Student Performance Data

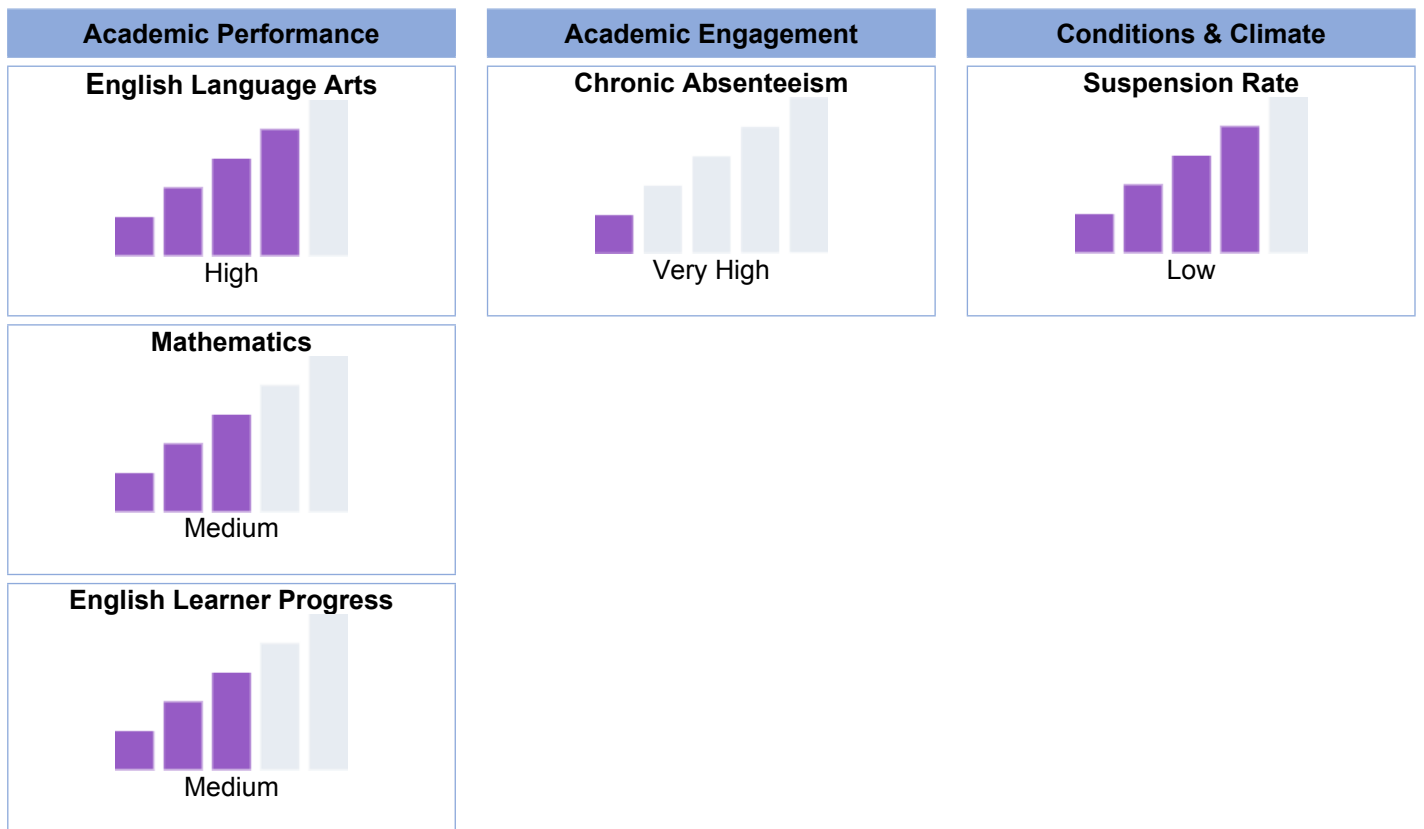
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. During the 2021-22 school year, a shortened version of the Smarter Balanced Summative Assessment (SBAC) was administered. The District received a status level of high in ELA, medium in Mathematics, very high in Chronic Absenteeism, and low in Suspensions.
2. In the areas of ELA and Math, students improved from the previous school year. Due to COVID-19 infection rates among students, the area of Chronic Absenteeism continued to be affected.

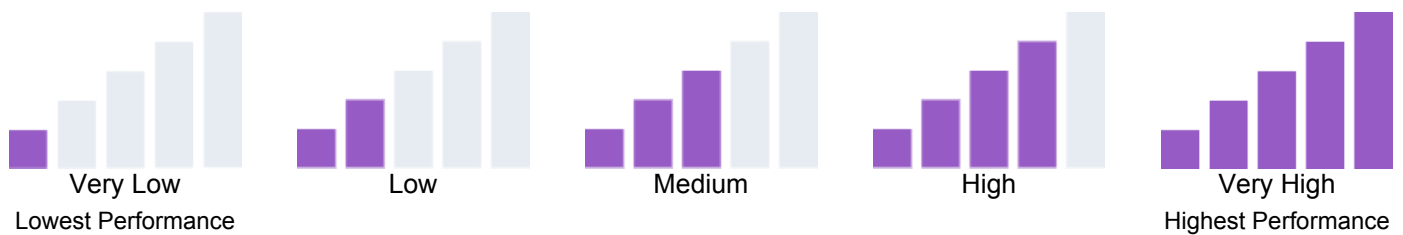
3. All Local Indicators were met.

School and Student Performance Data

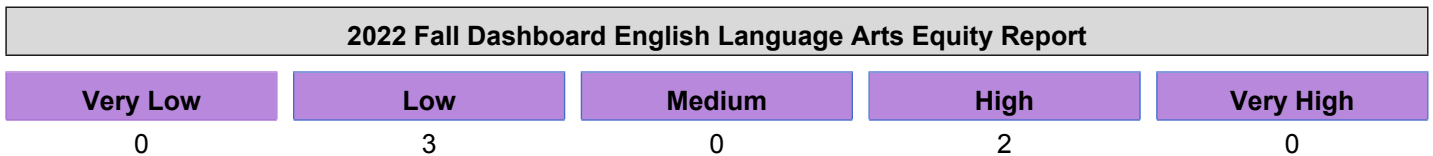
Academic Performance English Language Arts

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

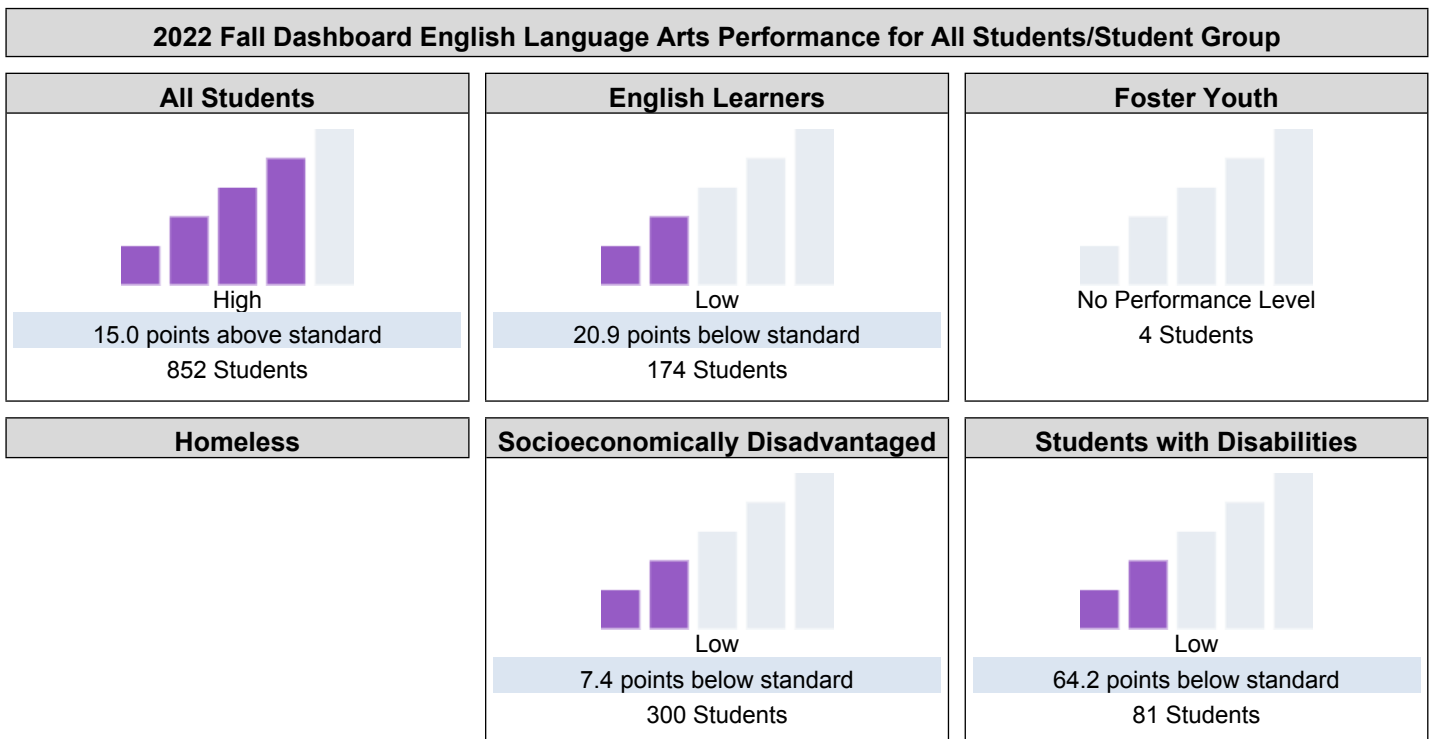
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



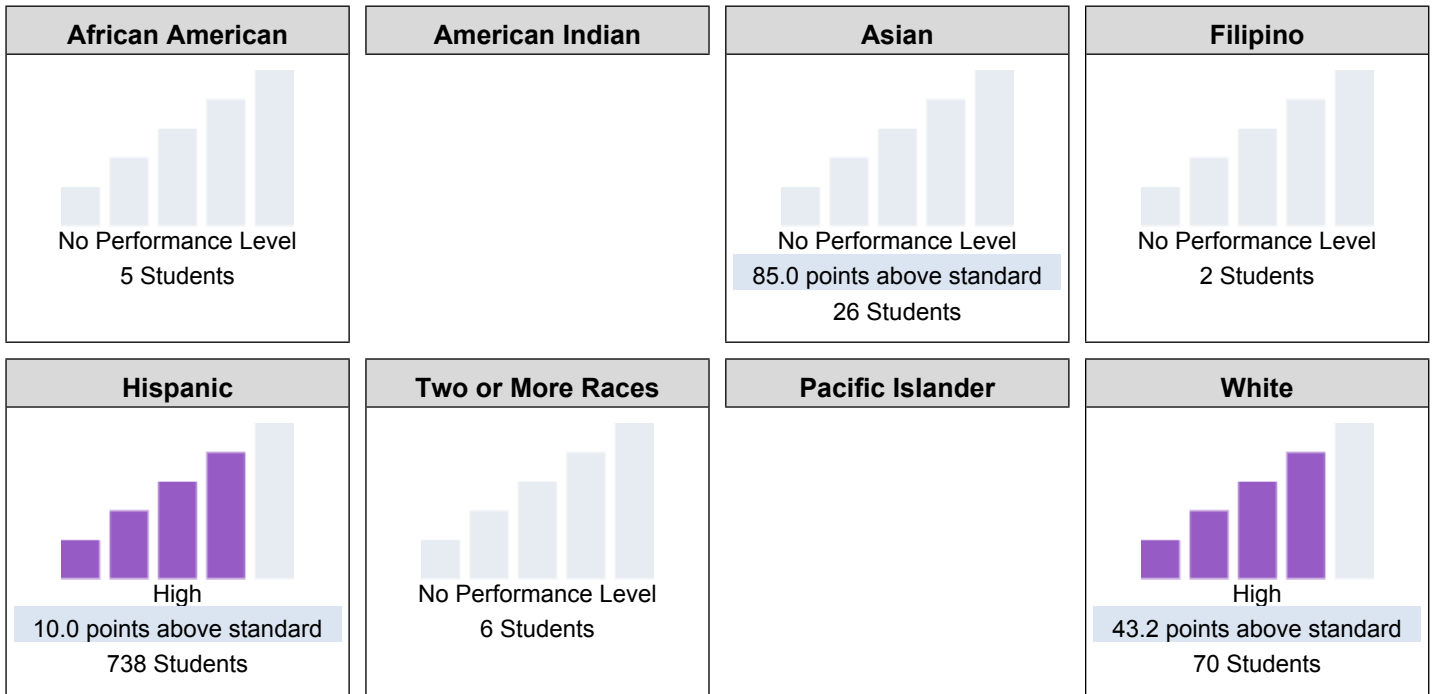
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.6 points below standard 73 Students	26.6 points above standard 101 Students	22.3 points above standard 512 Students

Conclusions based on this data:

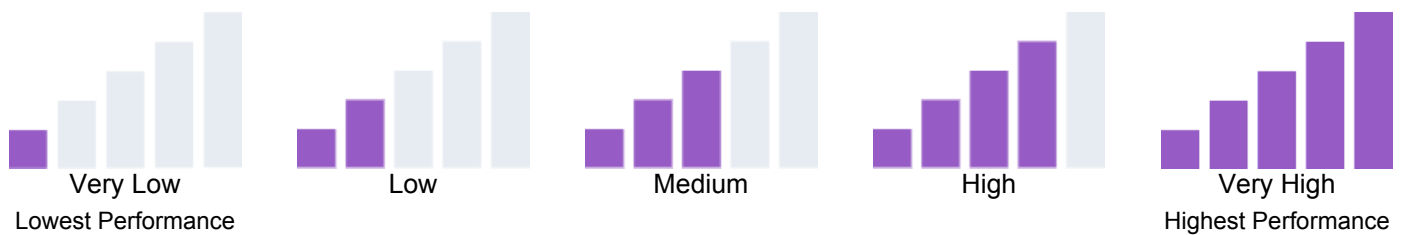
1. During the 2021-2022 school year, a shortened version of the Smarter Balanced Summative Assessment (SBAC) was administered.
2. The District's overall ELA score is 15 points above the standard. The overall ELA status level is high. The status level for English Learners is low, Socioeconomically Disadvantage are Low, Students with Disabilities are low.
3. The District is providing specialized instruction for all student groups. This includes PRIME reading intervention, afterschool academic tutoring, and district provided curriculum. In addition, to ELD integrated support all EL students receive ELD designated supports. Students also benefit from the support services provided by the intervention teacher. 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 Students with Disabilities are also receiving extra academic and testing support to improve overall scores.

School and Student Performance Data

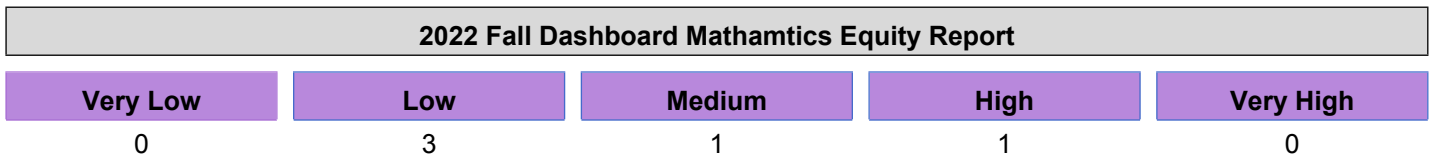
Academic Performance Mathematics

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

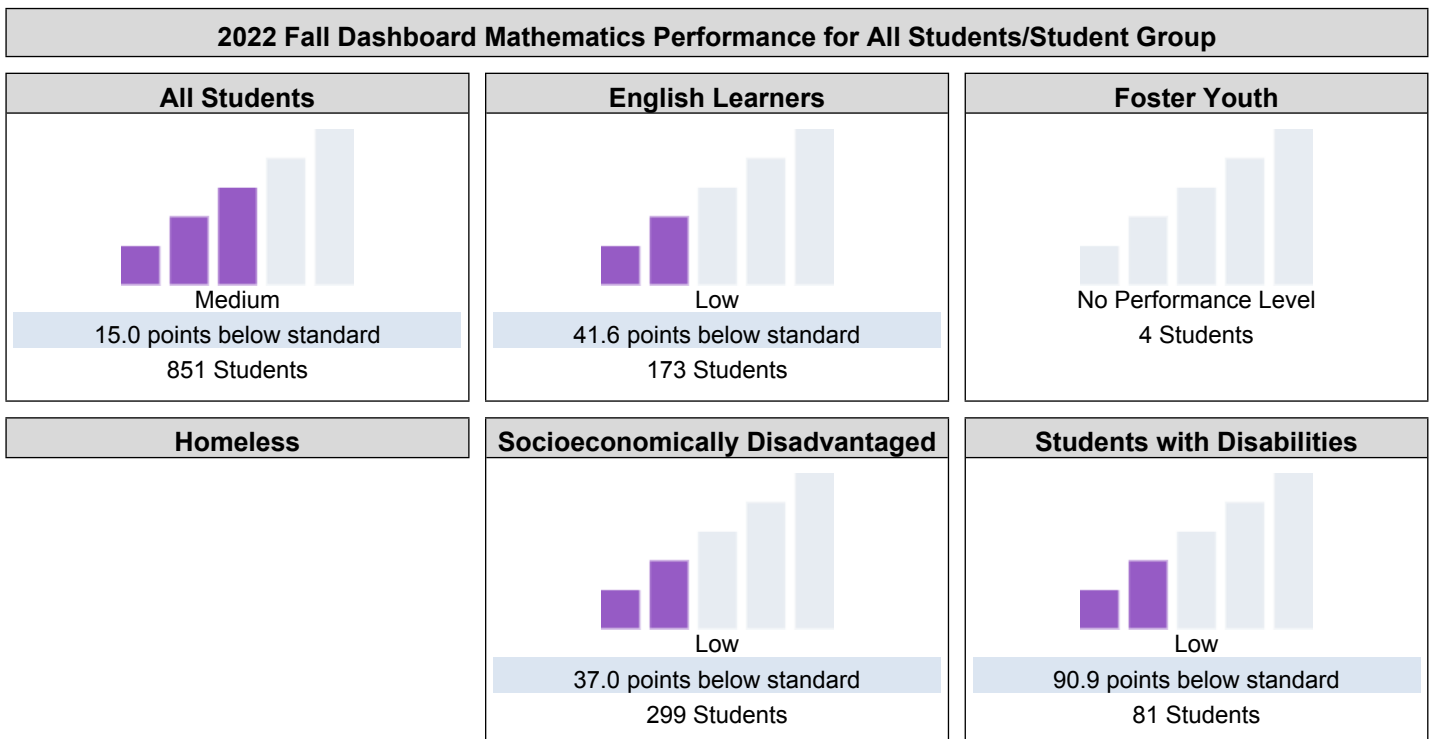
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



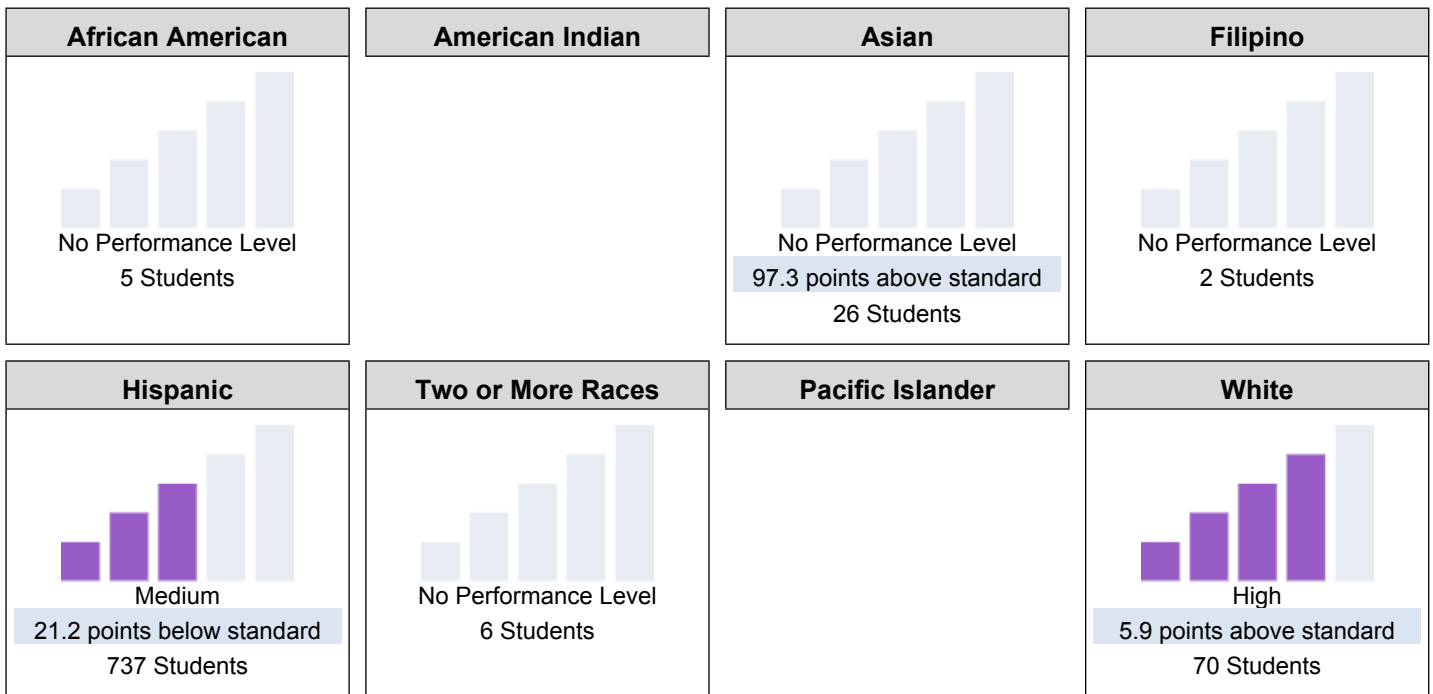
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>97.2 points below standard 73 Students</p>	<p>1.0 points below standard 100 Students</p>	<p>11.0 points below standard 512 Students</p>

Conclusions based on this data:

1. During the 2021-2022 school year, a shortened version of the Smarter Balanced Summative Assessment (SBAC) was administered.
2. The District's overall Math score is 15 points above the standard. The overall Math status level in medium. The status level for English Learners is low, Socioeconomically Disadvantage are Low, Students with Disabilities are low.
3. The District is providing specialized instruction for all student groups. This includes afterschool academic tutoring, digital applications, and district provided curriculum. In addition, to ELD integrated support all EL students receive ELD designated supports. Students also benefit from the support services provided by the intervention teacher. 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 Students with Disabilities are also receiving extra academic and testing support to improve overall scores.

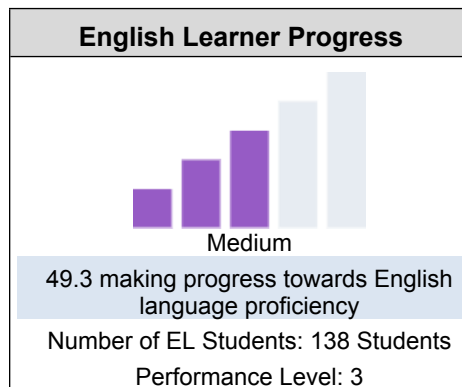
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.2%	35.5%	0.7%	48.6%

Conclusions based on this data:

1. During the 2021-2022, 49.3% of our English Learners made progress towards English Language Proficiency. 67 students made progress at least one ELPI level, while 21 students decreased one ELPI level. The District will continue on implementing supports both in integrated and designated ELD services and continuing to provide professional development for staff.
2. During the 2021-22 school year, students took the Summative ELPAC assessment, where Approximately 13.8% of our student population consists of English Learners. 20.34% of our English Learners are Well- Developed, 46.89% are Moderately Developed, 22.03% are Somewhat Developed. 21.2% of our English Learner population reclassified as RFEP.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

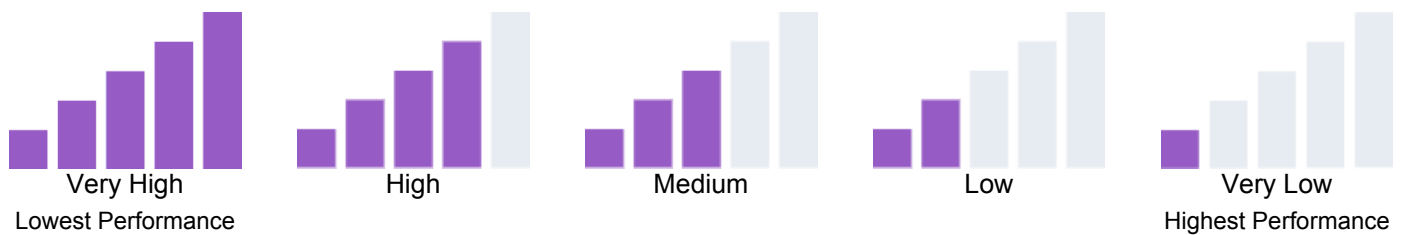
- 1.

School and Student Performance Data

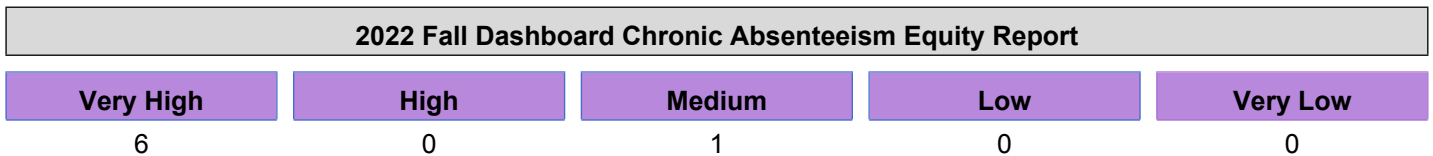
Academic Engagement Chronic Absenteeism

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

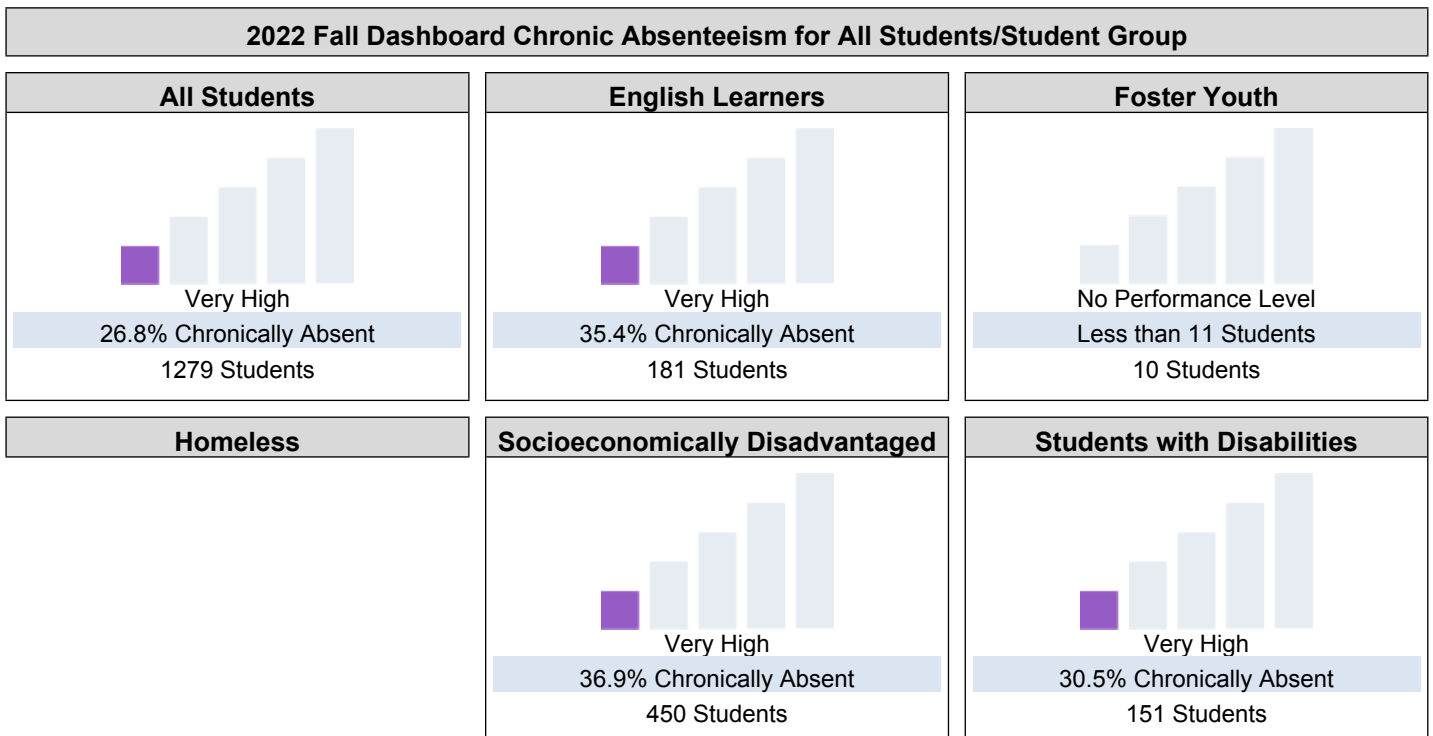
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



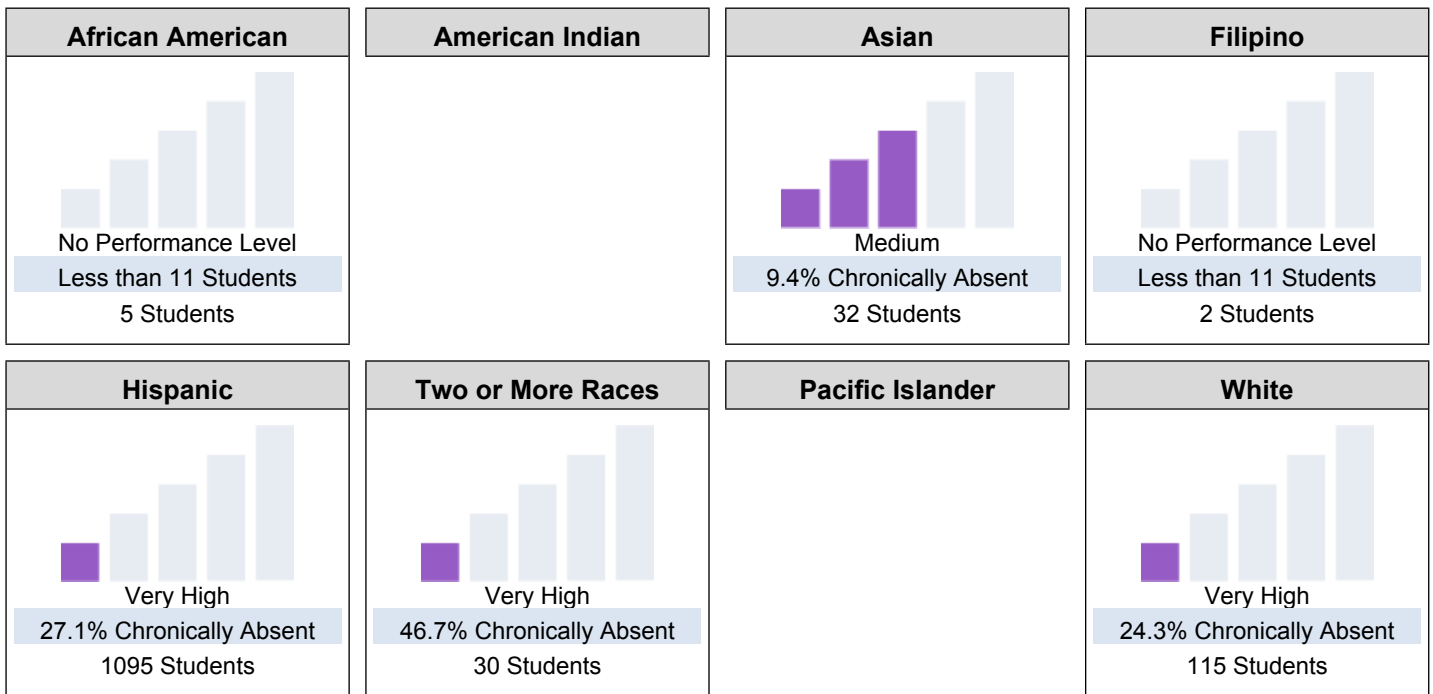
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- The District overall status level is very high at 26.8%. English Learners are at 35.4%, Socioeconomically disadvantaged students are 30.5%, Students with Disabilities are at 36.9%. Due to COVID-19 infection rates among students, the area of Chronic Absenteeism continued to be affected. The District will focus on improving all subgroups to decrease the overall percentage and will work alongside the Attendance Matters Team to incorporate initiatives to improve overall attendance for all subgroups.

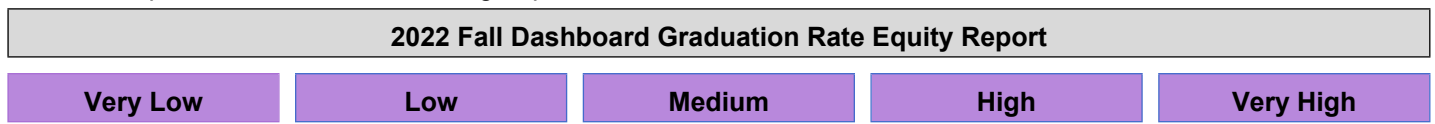
School and Student Performance Data

Academic Engagement Graduation Rate

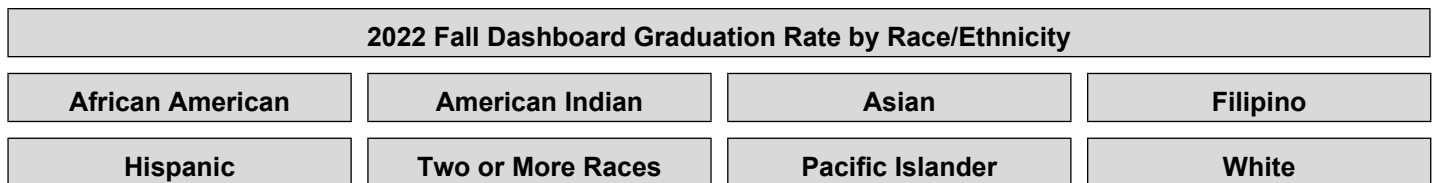
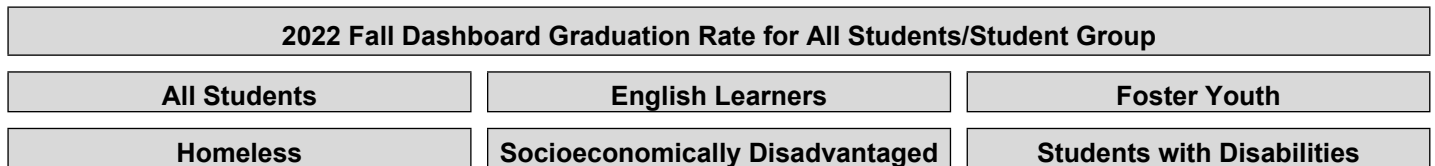
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



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



Conclusions based on this data:

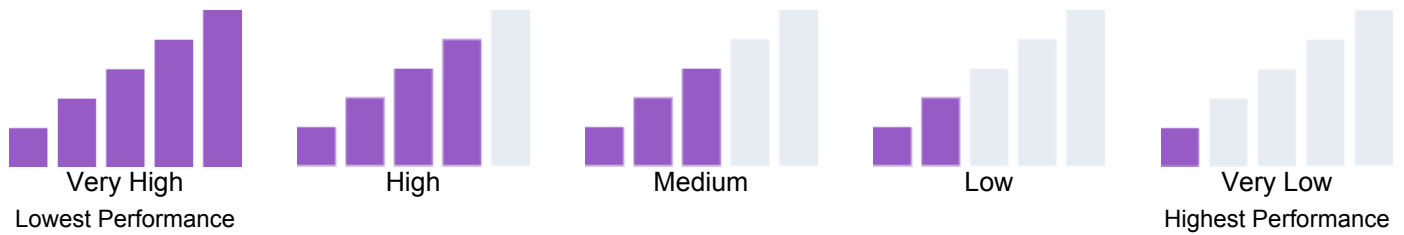
1.

School and Student Performance Data

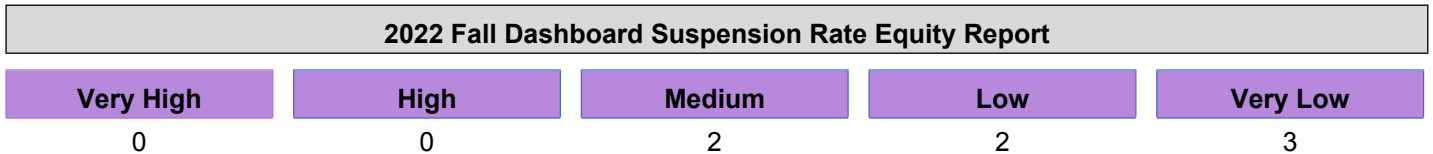
Conditions & Climate Suspension Rate

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

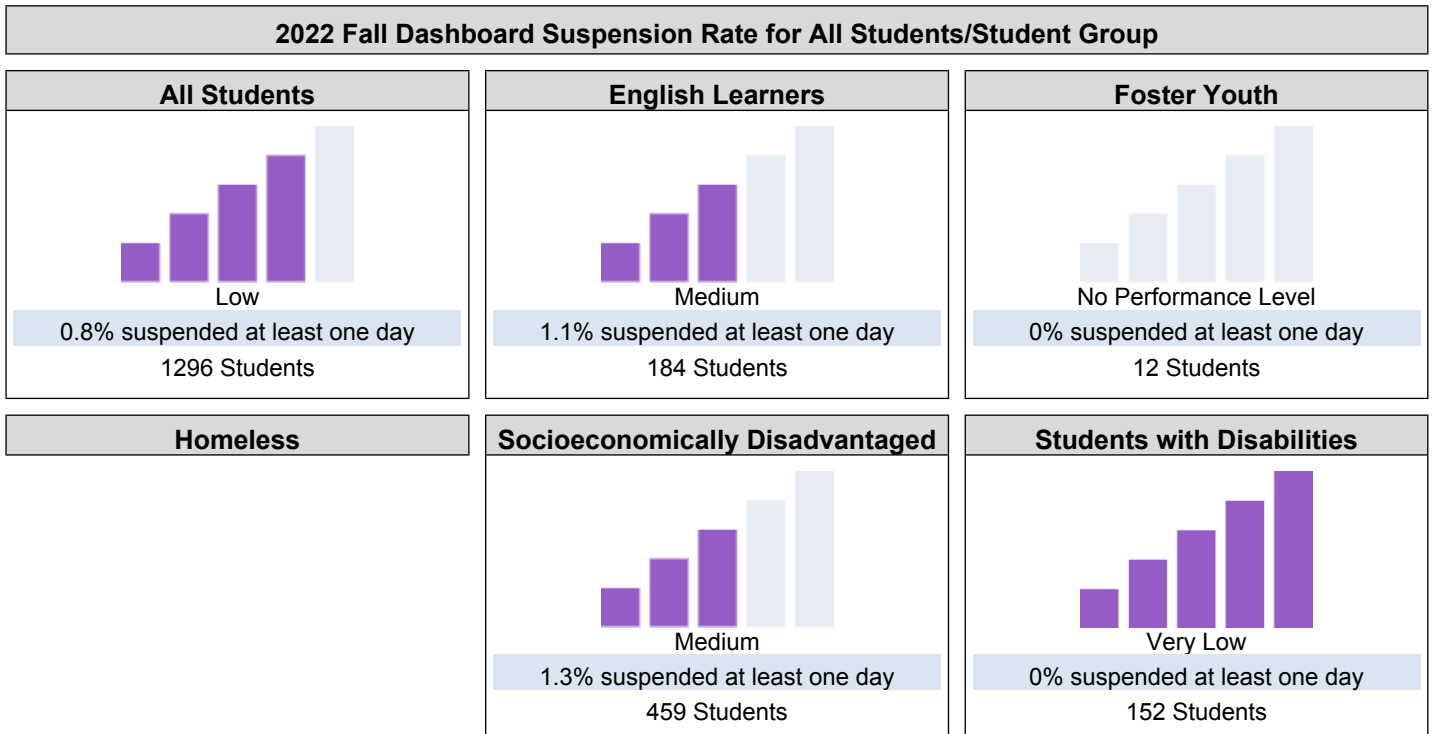
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



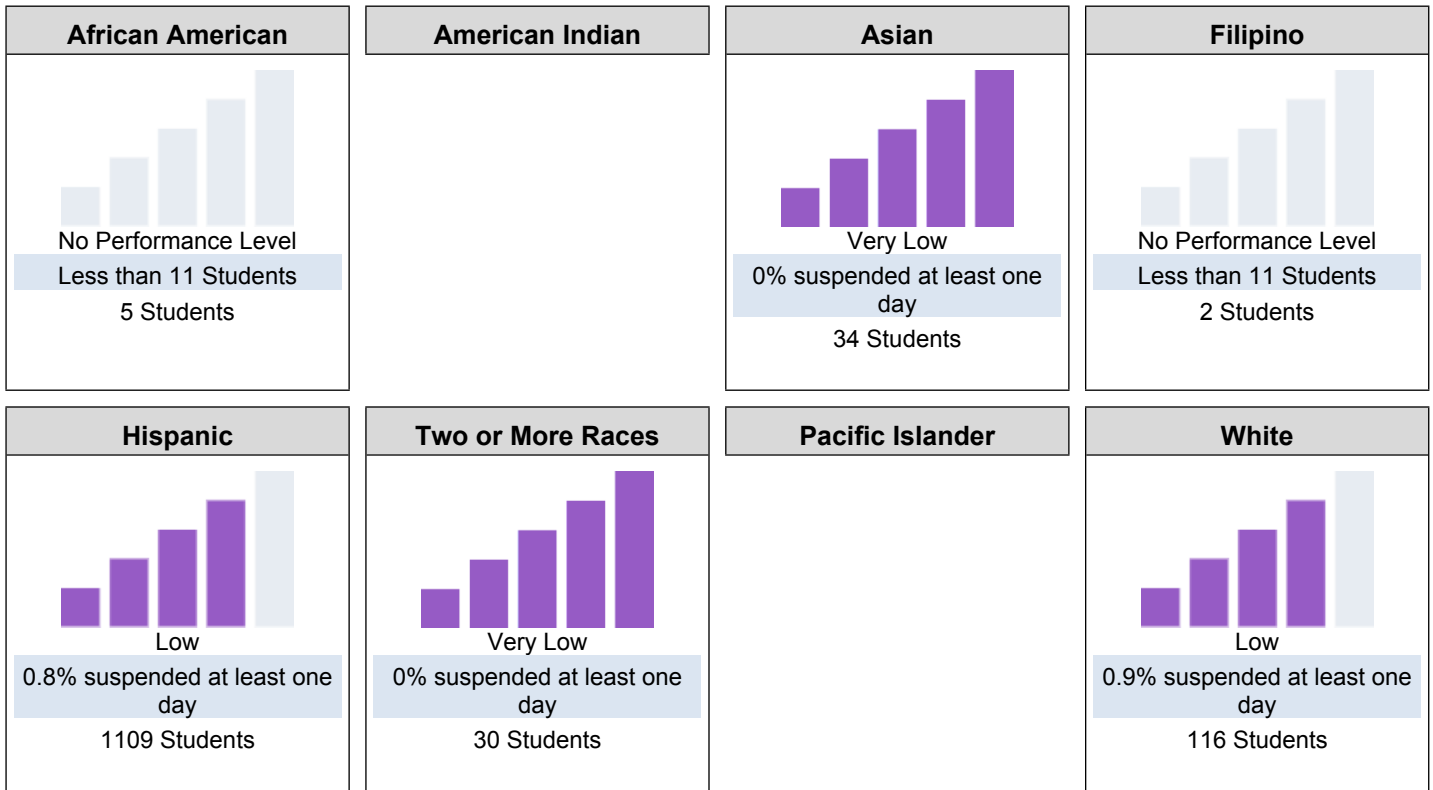
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The District's status level for Suspension in the 2021-2022 school year is low with a 0.8% suspension rate. The status levels for English Learners are medium, Socioeconomically Disadvantaged are Medium, and Students with Disabilities are very low. The District continues to support the PeacerBuilder character trait program, in addition to the implementation of Leader in Me, which focuses on leadership and citizenship traits.

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 Literacy. Students' scores will maintain in English Language Arts as measured by the California Dashboard.

Identified Need

GOAL 1 - Academic Achievement: The focus will continue to be on meeting the standards for all students. The professional development opportunities for teachers, and the consistency in providing effective intervention programs for English Learners and Students with Disabilities will continue. The Stakeholder Surveys indicate that the parent community values additional support with math instruction. The professional development opportunities for teachers will continue to focus on instructional strategies to meet the standards, and intervention programs will remain in place. The district will continue with STEM instruction and Project Based Learning Activities with a focus on the implementation of NGSS standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP ELA Scale score points distance from standard Data Source: 2019 Dashboard; 2018 Dashboard	<ul style="list-style-type: none"> All: 32.4 points above SED: 13.2 points above EL: 0.1 points below SWD: 32.2 points below 2017-2018 <ul style="list-style-type: none"> All: 32.9 points above SED: 7.5 points above EL: 0.7 points below SWD: 22.1 points below 	<ul style="list-style-type: none"> All: 38 points above SED: 21 points above EL: 10 points above SWD: 15 points below
State Priority 4: Pupil Achievement CAASPP Math Scale score points	2018-2019 <ul style="list-style-type: none"> All: 12.7 points above SED: 2.4 	2023-2024 All: 18 points above <ul style="list-style-type: none"> SED: 10 points above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>distance from standard Data Source: 2019 Dashboard; 2018 Dashboard</p>	<p>points below</p> <ul style="list-style-type: none"> EL: 14.5 <p>points below</p> <ul style="list-style-type: none"> SWD: 56.6 <p>points below 2017-2018</p> <ul style="list-style-type: none"> All: 16.1 <p>points above</p> <ul style="list-style-type: none"> SED: 8.7 <p>points below</p> <ul style="list-style-type: none"> EL: 15.4 <p>points below</p> <ul style="list-style-type: none"> SWD: 53.4 <p>points below</p>	<ul style="list-style-type: none"> EL: 5 points above SWD: 20 points below
<p>State Priority 4: Pupil Achievement Statewide Assessments ELA SBAC Math SBAC CAST % Met/Exceeded Data Source: 2019 Dashboard</p>	<p>2020-2021 ELA Shortened SBAC</p> <ul style="list-style-type: none"> All: 51.8% SED: 44.4% EL: 29.2% SWD: 20.3% <p>2020-2021 MATH Shortened SBAC</p> <ul style="list-style-type: none"> All: 38.4% SED: 28.1% EL: 14.2% SWD: 13.0% <p>2020-2021 CAST Shortened SBAC</p> <ul style="list-style-type: none"> All: 28.7% SED: 16.9% EL: 2.4% SWD: 7.8% 	<p>2023-2024 ELA All: 69%</p> <ul style="list-style-type: none"> SED: 60% EL: 35% SWD: 0% <p>(Original)</p> <ul style="list-style-type: none"> SWD: 25% <p>(Adjusted)</p> <p>2023-2024 MATH</p> <ul style="list-style-type: none"> All: 60% SED: 52% EL: 28% SWD: 0% <p>(Original)</p> <ul style="list-style-type: none"> SWD: 25% <p>(Adjusted)</p> <p>2023-2024 CAST</p> <ul style="list-style-type: none"> All: 50% SED: 42% EL: 28% SWD: 25%
<p>State Priority 4: Pupil Achievement District Benchmark Assessments ELA (Reading) and Math Data Source: 2020-2021 iReady 2021-2024 CAASPP ICA</p>	<p>2020-2021 iReady ELA (Reading):</p> <ul style="list-style-type: none"> Early through Above Grade <p>Level: Increased from Beginning of Year (BOY) to End of Year (EOY) by 8% (Original).</p> <ul style="list-style-type: none"> Early through Above Grade Level: Increased from Beginning of Year (BOY) to End of Year 	<p>ELA Growth 20% (Original) Math Growth 20% (Original) ELA Growth 35 Points (Adjusted) Math Growth 35 Points (Adjusted)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(EOY) by 20 points (Adjusted). 2020-2021 iReady Math: <ul style="list-style-type: none"> • Early through Above Grade Level: Increased from BOY to EOY by 16% (Original). • Early through Above Grade Level: Increased from BOY to EOY by 20 points (Adjusted). 	
State Priority 4: Pupil Achievement English Learner Proficiency ELPI = % of English Learners making progress towards English Language Proficiency ELPAC Summative = % of English Learners meeting Proficiency Data Source: Dashboard ELPI	2019 Dashboard ELPI <ul style="list-style-type: none"> • 40.9 % 2019-2020 ELPAC Summative 12.02% Proficient	2023-2024 ELPI Making Progress 50% ELPAC Summative Proficiency 15% (Original) ELPAC Summative Proficiency 25% (Adjusted)
State Priority 4: Pupil Achievement English Proficiency based on ELPAC 3-Year Trend Reclassification Counts and Rate Data Source: 2020-21 DataQuest	2019-2020 Students Redesignated FEP <ul style="list-style-type: none"> • 24 (12.1%) 2018-2019 Students Redesignated FEP <ul style="list-style-type: none"> • 80 (34.5%) 	2023-2024 Redesignated FEP 25%
State Priority 1: Basic Needs Teacher Credentials Data Source: 2020-2021 SARC	2020-2021 52 Teachers with full credentials 5 Without full credentials 0 Teachers teaching outside subject area of competence	2023-2024 90% Teachers with full credentials
State Priority 1: Basic Needs	2020-2021 100%	2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Sufficiency of Instructional Materials</p> <p>% Students having Sufficient Access to Standards Aligned Materials</p> <p>Data Source: 2020-2021 SARC Williams Report</p>	<p>All students have access to district adopted curriculum both in hard copy and digital format</p>	<p>100% Students having Sufficient Access to Standards aligned materials</p>
<p>State Priority 2: Implementation of State Standards</p> <p>Data Source: Dashboard Local Indicator Self Reflection Tool (Priority 2)</p>	<p>2019 Dashboard Reflection Tool Rating Annually, LEA uses reflection tool to assess level of implementation of state standards, reports those findings to the governing Board (in June) and shares findings with educational partners through the Dashboard (in fall)</p>	<p>2023-2024 Use of self-reflection tool for annual report with narrative summary of progress in the implementation of state academic standards based on locally selected measures or tools.</p>
<p>State Priority 3: Parental Involvement</p> <p>Data Source(s) Dashboard Local Indicator Self Reflection Tool: (Priority 3)</p>	<p>2019 Dashboard Reflection Tool Rating Standard Met</p>	<p>2023-2024 Use of self-reflection tool for annual report of the measurement of progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This Dashboard reports will be used to engage in continuous improvement and determine next steps to make improvements in the areas identified.</p>
<p>State Priority 7: Access to Broad Course of Study Local Measure of progress in the extent to which student have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in California Education Code for</p>	<p>California School Dashboard Fall 2019 Local Indicator: Met</p> <p>The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to ensure access to a broad course of study for all students and the results were reported to the school board and displayed on the California School Dashboard.</p>	<p>2023-2024 California School Dashboard Local Indicator: Met</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
grades 1-6 and grades 7-8 as displayed on California School Dashboard		

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 Additional Professional Development for the California State Content Standards in ELA, Math, History/Social-Science, Science, CTE and Computer Science

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

25,134

Source(s)

LCFF - Supplemental

Title II Part A: Improving Teacher Quality

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 Instructional Assistants will facilitate additional 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)
562,989	LCFF - Supplemental
0	

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 Teachers will provide supplemental after-school tutoring

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)
6,055	LCFF - Supplemental
25,000	ESSER III

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 Additional participation in monthly family engagement opportunities, parent conferences, professional development for families, and effectiveness of the family communication platform

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental
31,698	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 Intervention Teacher(s) and support staff for additional direct student instruction and ongoing professional development. Teacher will also assist with additional curriculum planning and implementation and provide professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

147,776

LCFF - Supplemental

193,777

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 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the Induction program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,898

LCFF - Supplemental

14,020

Title II Part A: Improving Teacher Quality

Strategy/Activity 7**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
SWD

Strategy/Activity

G1:7 Update Technology to facilitate use of digital components for ELA / Literacy and ELD 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)
10,000	LCFF - Supplemental
60,000	Title I Part A: Allocation

Strategy/Activity 8

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
SWD

Strategy/Activity

G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in TK-8th grade.

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
15,000	Lottery: Instructional Materials

Strategy/Activity 9

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
SWD

Strategy/Activity

G1:9 Course access to STEM and CTE Exploration. Participation in additional County/Statewide academic events or challenges (Career Days, Science and Math Competitions, etc.)

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)

110,028

LCFF - Supplemental

Strategy/Activity 10

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
SWD

Strategy/Activity

G1:10 Implementation of additional Project Based Learning Activities (BizTown, College & Career Readiness, Grade Level Fieldtrips, Friendship Garden, GATE)

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)

18,162

LCFF - Supplemental

Strategy/Activity 11

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
SWD

Strategy/Activity

G1:11 Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. Support students learning English with supplemental software licenses to support all English learners. Provide site-based after school tutoring for English Learners to support English language

acquisition and academic progress. Ensure priority and proper testing environment for ELPAC assessments including proper training of classroom teachers, instructional aides, principals, and intermittent assessment specialists monitored by Educational Services.

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The actions that were implemented as planned include:

- 1.1 Professional Development; Action was implemented as planned. The Professional Development for staff to attend were much higher than expected.
- 1.2 Intervention Support Paraprofessionals; approximately 25 paraprofessionals are supporting the needs of English learner, lowincome, foster youth, and all other students with identified achievement gaps.
- 1.3 Intervention and Enrichment Opportunities - the challenge to after-school tutoring was based on the COVID impacts of the variant surges through the fall and winter seasons. Staffing shortages, increased absences, masking and contact-tracing

requirements resulted in a lack of after-school tutoring offerings for the majority of the school year. In March, when public health conditions improved and many restrictions were lifted, after-school tutoring opportunities were made available for students, with priority offerings for targeted students with identified achievement gaps. This action was implemented as planned.

- 1.4 Parent/Family Involvement; a significant improvement this year is the successful launch of ParentSquare as the family communication platform. Several other parent engagement and family communication platforms were utilized, which resulted in costs much higher than expected.
- 1.5 Intervention Teachers; a big success of this action is the daily support of two certificated intervention teachers in meeting the needs of English learner, low-income, foster youth, and all other students with identified achievement gaps. Salaries for this action were higher than expected.
- 1.6 Teacher Credentialing; Actions was implemented as planned.
- 1.7 Technology; one of the greatest successes is the full implementation of a one-to-one device program, ear buds, Windows, etc. for the student population. In order to facilitate

digital components for ELA/ELD schoolwide technology supports were purchased. This action was implemented as planned.

- 1.8 Supplemental Instructional Material and Licenses were purchased as planned. Substantive differences in spending in this action was the result of the use of one-time dollars.
- 1.11 Professional Development ELD was implemented as planned.

Partially implemented actions include:

- 1.9 College and Career Readiness - The resignation of the certificated Jr. High CTE teacher prior to the start of the school year posed a significant challenge, we were not able to fill the vacant position. Several course actions to STEAM purchases were utilized such as LEGO kits, Robotics, and participation in Math and Science competitions. STEM night activities were also held during the

Spring for our families to participate in.

- 1.10 Supplemental Instructional Programs - Many project based learning activities were impacted by COVID restrictions. In March as the restrictions were lifted, many activities were introduced.

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

Action 1.1 - Professional Development was implemented for staff to attend. The cost to attend was much higher than expected.

- Action 1.3 - Intervention and Enrichment Opportunities - the challenge to after-school tutoring was based on the COVID impacts of the variant surges through the fall and winter seasons. When public health conditions improved and restrictions were lifted, we were able to provide tutoring services both during the school day and after school utilizing instructional aides and teachers resulting in a cost much higher than expected.
- Action 1.4 - Parent/Family Engagement was implemented successfully and the services/supplies purchased to implement this action was significantly higher than expected. The purchase of banners, ParentSquare, School Messenger were all utilized to continue to engage our families effectively.
- Action 1.5 - Intervention teachers and support staff salaries for direct student instruction were much higher than expected.
- Action 1.8 - Supplemental Instructional Materials and Licenses, and expenditures are lower due to the fact that the district was able to capitalize on the use of additional one-time funding sources.
- Action 1.9 College and Career Readiness - The resignation of the certificated Jr. High CTE teacher prior to the start of the school year posed a significant challenge, we were not able to fill the vacant position.
- Action 1.10 Supplemental Instructional Programs - expenditures are lower due to the fact that the district was able to capitalize on the use of additional one-time funding sources.

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 goal will remain the same. Action 1.9 College and Career Readiness will include an Instructional Technology Teacher of Special Assignment (TOSA) to support the College and Career initiatives, STEM, GATE, and academic intervention programs in grades TK-8. The prior practice had a CTE teacher dedicated to one grade level (7th). This change will broaden the impact of the

services to students. Baseline Metrics for District Benchmarks in ELA and Math have been adjusted to reflect the correct data. Desired Outcomes for CAASPP scores for SWD; District Benchmarks for ELA are Math; and ELPAC scores have been adjusted to more appropriate scores.

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

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 that enhance students' feelings of belonging and safety in grades K-8.

Goal 2

McCabe will continue to provide meaningful student-centered experiences that support positive school climate and learning environments. This goal is focused on enhancing students' feelings of safety and belonging, student agency, advancement and a sense of belonging for all.

Identified Need

GOAL 2 - School Climate: Educational presentations and campus programs will be further developed to build knowledge and skills that will increase feelings of belonging and safety. Parent outreach will continue to be a key component in addressing chronic absenteeism. The district implementation of the Leader in Me program schoolwide will further enhance the role of our PeaceBuilder program in building leadership and life skills, and to address the social emotional needs of staff and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 5: Pupil Engagement Average Daily Attendance Rate Student Attendance Rate Data Source: CALPADS Fall 1 P-2	2020-2021=99.66% 2019-2020=96.62% 2018-2019=97.00%	2023-2024 98%
State Priority 5: Pupil Engagement Chronic Absenteeism including Student Groups Data Source: Dashboard Chronic Absenteeism Report	2018-2019 <ul style="list-style-type: none"> All: 6.6% SED: 9.5% EL: 11.9% SWD: 38.5% (Original) <ul style="list-style-type: none"> SWD: 11.3% (Adjusted)	2023-2024 <ul style="list-style-type: none"> Achieve and maintain a chronic absenteeism rate of 7% or less.
State Priority 6: School Climate Suspension Rate including Student Groups Suspension	2019-2020 Suspensions <ul style="list-style-type: none"> ALL: 0.60% EL: 0.60% SED: 0% 	2023-2024 1% or less - focus on EL and SWD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate Data Source: DataQuest	<ul style="list-style-type: none"> • SWD: 0% (Original) • SWD: 0.8% (Adjusted) 	
State Priority 6: School Climate Expulsion Rates Data Source: DataQuest	2019-2020 Expulsions <ul style="list-style-type: none"> • ALL: 0.00% • EL: 0.00% • SED: 0.00% • SWD: 0.00% 2018-2019 <ul style="list-style-type: none"> • ALL: 0.07% • EL: 0.00% 	2023-2024 Maintain an expulsion rate of 0%
State Priority 6: School Climate Middle School Dropout Rate Data Source: CALPADS report 1.14	2019-2020 Middle School Dropout Rate 0%	2023-2024 1% or less student dropout rate.
State Priority 6: School Climate % of students that feel safe at school Data Source: California Healthy Kids Survey (CHKS)	2019-2020 - N/A 2018-2019 CHKS <ul style="list-style-type: none"> • 5th grade = 93% • 7th grade = 85% 	2023-2024 Over 85% of students will continue to respond they feel safe at school and have a sense of belonging.
State Priority 1: Basic Needs Local Measure of Appropriately Assigned and Fully Credentialed Teachers (Williams Report) as reported on California School Dashboard Data Source: Dashboard Local Indicator Self Reflection Tool(Priority 7)	2019 Dashboard Reflection Tool Rating Standard Met 100% of Teachers appropriately assigned	2023-2024 Use of self-reflection tool for annual report of the measurement of Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on California School Dashboard	2020-2021 FIT Overall Rating Good	2023-2024 FIT Overall Rating Good

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 Additional opportunities to educate students, staff, and parents about safety related topics (e.g. Internet Safety, School Safety, Emergency Response Procedures, Student Well Being, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,212

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:2 G2:2 Continued implementation of PeaceBuilder program in grades K-8.

- Student Committees with Teacher Advisor (Peacebuilder, Student Council and GATE)
- Student pictures displayed in the library
- Student t-shirts and certificates

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)

4,000

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:3 Course access to a supplemental Music (Band/Orchestra) program during, before, and after school, including Music (Band/Orchestra) Summer Academy. All students have access including unduplicated students and students with exceptional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

53,009

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:4 Additional monthly incentives for classrooms with highest attendance rate and end of year incentive for students with perfect attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

LCFF - Supplemental

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
SWD

Strategy/Activity

G2:5 School counselor services will meet the academic, social-emotional and career development needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,500

LCFF - Supplemental

310,000

ESSER III

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
SWD

Strategy/Activity

G2:6 Completion of the Facilities Inspection Tool (FIT) on an annual basis. Continuous monitoring of facilities to ensure maintenance and repairs and to support school safety and well being. Invest funds in facilities for maintenance projects and site improvements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The actions that were implemented as planned include:

- 2.1 Professional Development - Safety was implemented with trainings for staff for Catapult, Emergency Response Procedures and CPR. Supplies were purchased for safety related to students for carline.
- 2.2 PeaceBuilder Program - A big success for our community is the longstanding tradition of the character development program that includes student recognition assemblies.
- 2.3 Course Access Supplemental Programs - the challenges to fully implementing supplemental programs is based in the COVID impacts of the variant surges through the fall and winter seasons. Staffing shortages, increased absences, masking and contacttracing requirements resulted in a lack of before-school and after-school supplemental offerings, especially in music, for the majority of the school year. In March when public health conditions improved and many restrictions were lifted, before-school and afterschool opportunities were made available for students, with priority offerings for targeted students with identified social and emotional support needs.
- 2.6 Facilities - The FIT tool and educational partner input brought forward the facilities improvement installation of water bottle filling stations throughout the campus.

Partially implemented actions include:

- 2.5 School Climate Survey: New job descriptions were approved, and two School Counselors have been hired in preparation for the upcoming school year. Google survey was distributed electronically.

Not Implemented

- 2.4 Attendance Monitoring and Supports - the challenges to attendance monitoring and support is based in the COVID impacts of the variant surges through the fall and winter seasons. Isolation and Quarantine recommendations resulted in an increased absence. Incentive programs for improving attendance rates were suspended during the pandemic

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

- 2.1 Professional Development: Safety-Professional Development was implemented by providing training for Staff, Students and Parents. Cost of services was much higher than anticipated.
- 2.3 Course Access Supplemental Programs - Salaries to provide supplemental music band/orchestra were higher than expected.
- 2.4 Attendance Monitoring and Support. No funds were spent on this action due to the challenges with COVID and the impact of isolation and quarantine recommendations.
- 2.5 School Climate Survey, there are very minimal costs associated with the survey since it has been distributed electronically through a Google Form.

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 Goal, Metrics and Desired Outcomes will remain the same. Action 2.5 School Climate Survey will change as it no longer has a cost associated with it. In its place will be the introduction of Counselor Services, this action is one of the highest priorities noted by staff, students, and all educational partners

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	\$1,637,258.00

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	\$285,475.00
Title II Part A: Improving Teacher Quality	\$39,154.00

Subtotal of additional federal funds included for this school: \$324,629.00

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 (\$)
	\$0.00
ESSER III	\$335,000.00
LCFF - Supplemental	\$962,629.00
Lottery: Instructional Materials	\$15,000.00

Subtotal of state or local funds included for this school: \$1,312,629.00

Total of federal, state, and/or local funds for this school: \$1,637,258.00

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
Veronica Hernandez	Principal
Jenny Higginbottom	Classroom Teacher
Luisella Godinez	Classroom Teacher
Kristi Cook	Classroom Teacher
Ebony Brass	Other School Staff
Jethro Marrujo	Parent or Community Member
Jessica Aceves	Parent or Community Member
Mariana Diaz Gomez	Parent or Community Member
Yanira Servin	Parent or Community Member
Ken Phillips	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Title 1 Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 01/11/2023.

Attested:

Principal, Gina Sanchez-Macias on 01/11/2023
SSC Chairperson, Mariana Diaz Gomez on 01/11/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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