



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 |
|-----------------------------|-----------------------------------|--|---------------------------|
| Wheatland Elementary School | 58-72751-6056840 | | |

Purpose and Description

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

Schoolwide Program

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

Minority sub-groups

Students of Poverty; Early identification of students. Supports with free breakfast and free lunch meals for all. Free afterschool Academic Intervention classes. Free transportation. Field Trip scholarships. Little Free Library on campus. Free Book distribution annually. Annual shoe donation for students in need. Free Vision and Hearing screening. Family Resource Center's support with provided school materials, clothes, and backpack for those in need. Additional funding in site budgets to support students of poverty.

Students of Color; Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Early intervention support through the learning center and Academic Intervention classes afterschool..

Students who receive Special Education; Early identification of students. Student Study Teams, Intervention and Full Assessments to identify learning disabilities. Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Small group support through the Learning Center.

Students who are English Language Learners; Early identification of students. Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Additional classroom support for EL Learners. Translation services for parents. Spanish language curriculum texts. Parenting classes (Love and Logic) in Spanish.

Periodic social meetings for parents to support networking, resource distribution and education (Desayuno). Spanish language books in the library. District level DELAC and site level ELAC meetings held to support SITE Councils and make recommendations to the district.

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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).

Annual parent input is sought at District English Language Advisory Committee meetings, English Language Advisory Committee meetings, a Safety Committee meeting and School Site Council meetings. Teacher input was gathered on an ongoing basis throughout the school year regarding classroom needs which are prioritized. Findings include potential areas of improvement in the area of supporting English Language Learners, ongoing interest in improving school campus and student safety, and specific areas of interest by teachers for future professional development. (iReady, ESGI, and other Literacy programs) Technology includes 1:1 devices for students in grades 2 and 3. State markers reflected a need to make improvement in the areas of ELA, mathematics, and Absenteeism. The support ELA and Math, the district purchased the iReady program for all grades. This will help teachers in assessments, instruction, and progress monitoring in both areas.

Classroom Observations

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

During the 2022-2023 school year, the site administrator informally observed classrooms on a daily or weekly basis. Formal observation and evaluations were held. Each school year teachers who meet the contracted language of obs/eval cycle will go through the process. Teachers were found to be competent, professional, and supportive of students.

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)

As a TK-3rd grade program, state assessments are given to 3rd grade only. State assessment results are received after the 3rd graders have been promoted to another campus. With the resumption of CAASPP testing, the baseline scores provided good data to guide discussions toward improving instruction. Each year, when scores are released, we share them at SITE Council Meetings and seek input from both teachers and parents toward school improvement. Local assessments, focused on ELA's and Mathematics are utilized universally and on a continuous basis throughout the school year. The site's academic programs are modified according to student performance in real time at a minimum occurring at the opening of school and at the conclusion of each trimester. Assessment data revealed patterns that suggested a correlation between missed school and lack of academic success. We found common patterns that identified areas of potential growth.

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

Student progress on embedded assessments in ELA (Wonders) and Mathematics (My Math) are utilized by general education teachers, and the Rtl model to modify instruction. Student progress monitoring on iReady and ESGI give teachers valuable information and assessment scores with which they improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Certificated Teachers and Para-educators at WE are Highly Qualified.

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

Staff Development will be used to support implementing technology applications: (ESGI) in grades TK, K and 1st. and i Ready in grades 2 and 3. District-wide pre-service day professional development was held for all grades in our New Science adoption (Amplify Science). When available, we will continue to receive training on the development and implementation of a quality English Language Arts program.

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

The iReady program was supported with beginning of the school year training, and will be accompanied with additional training throughout the school year.

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

A dedicated Intervention teacher was hired to work with students in small group six-week interval intervention groups. Data will be shared with staff, Site Council and the district.

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

Monday (early-out) Staff Development Days and periodic Grade Level Meetings prioritize teacher collaboration by grade level on an ongoing basis.

Teaching and Learning

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

The curriculum in ELA and Mathematics utilized at Wheatland Elementary School are state approved/aligned as well as support materials. Instruction is implemented consistently at each grade level.

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

Wheatland Elementary School's instructional minutes are 51,060. The required instructional minutes are 50,400. Therefore, the instructional minutes exceed the required minutes. Daily, there are 290 instructional minutes. In kindergarten and transitional kindergarten, there are 195 minutes of reading/language arts instruction and in mathematics there are 100 minutes of instruction. In the 1st grade there are 125 minutes of reading/language arts instruction and 70 minutes of mathematics instruction. In 2nd grade there are 175 minutes of reading/language arts instruction and 55 minutes of mathematics instruction. In the 3rd grade there are 175 minutes of reading/language arts instruction and 55 minutes of mathematics instruction.

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

Each grade level creates a trimester by trimester schedule of instruction. The curriculum roadmap is shared at the grade level meetings, and reviewed throughout the school year. A district lesson pacing guide for English Language Arts instruction was developed. A Math pacing guide also exists. The Learning Center RtI model will support intervention courses at all grade levels. After school Intervention class is available for all students who show need. A new addition this year: an Intervention Teacher is specifically being used to target struggling students and support them in ELA and Math. Small group instruction in six week intervals are based on students needs as identified through academic assessments.

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

All teachers and students have state approved standards-based instructional materials available that are appropriate to all student groups.

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

All adopted materials are California State Board of Education approved ensuring that the instructional materials are standards-aligned. Intervention materials that are SBE-adopted will be utilized to support differentiated instruction.

Opportunity and Equal Educational Access

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

Differentiated instruction, particularly in reading/language arts, target underperforming students in the regular education setting and through the Rtl model.

Evidence-based educational practices to raise student achievement

Research-based educational practices are embedded in the state approved standards-based reading/language arts program and in the state approved standards-based mathematics program.

Parental Engagement

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

Parental involvement is strongly encouraged at Wheatland Elementary School, particularly in assisting under-achieving students to close the achievement gap. The school provides small group instruction to assist under-achieving students to close the achievement gap. The district provides budgetary support to the school to fund programs that assist under-achieving students in closing the achievement gap. The community provides extra-curricular activities that help students learn self-regulation which increases stamina and focus to under-achieving students.

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

Committees involving parents, classroom teachers, and other school personnel including the School Site Council and the ELAC-DELAC Committees coordinate in the planning, implementation, and evaluation of the ConApp programs. A social gathering of non-english speaking parents (Desayuno-"Helping Hands") is a breakfast gathering that gives our Spanish speaking community a parent forum to learn about the school, ask questions in an informal setting, and share concerns. Our SITE Council is a balance of Teachers and Parents who annually review program, student achievement data, and make specific recommendations for school improvement.

Funding

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

Services provided by categorical funds enable underperforming students to meet standards including: class size reduction in TK-3rd grade, provided EL program, library books, science and art materials, Accelerated Reader, Rtl Learning Center Model, implementing CCSS, ELL standards , and the utilization of formative, interim and summative assessments.

Fiscal support (EPC)

Educational Program Consultants are an option to assist Wheatland Elementary School should student performance data show that such a support is likely to improve student academic improvement.

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

Staff meet regularly to review curriculum, instructional strategies, assessment tools and data, and incorporated activities from staff development opportunities. Parents meet regularly in English Language Advisory Committee and SITE Council meetings to learn about our programs, provide input about program improvements and prioritizes projected expenditures. Administration meets frequently at the district level to plan program, evaluate results and chart courses for improvement. Resources through the Yuba County Office of Education are being utilized in the areas of ELA, Math and addressing absenteeism of students.

Resource Inequities

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

Resources are equitably distributed within the district based on site, student, or program need. Our school has a high rate of students who would be receiving free or reduced lunches (If the program existed)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.3% | % | 0.27% | 1 | 0 | 1 |
| African American | % | % | 0% | | 0 | 0 |
| Asian | 2.4% | 1.47% | 1.36% | 7 | 5 | 5 |
| Filipino | % | % | 0.27% | | 0 | 1 |
| Hispanic/Latino | 28.5% | 26.76% | 29.27% | 83 | 91 | 108 |
| Pacific Islander | 1.4% | 0.88% | 0.81% | 4 | 3 | 3 |
| White | 54.6% | 57.65% | 55.83% | 159 | 196 | 206 |
| Multiple/No Response | 12.7% | 10.29% | 9.49% | 37 | 35 | 35 |
| | Total Enrollment | | | 291 | 340 | 369 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 74 | 99 | 111 |
| Grade 1 | 77 | 81 | 84 |
| Grade 2 | 71 | 87 | 85 |
| Grade3 | 69 | 73 | 89 |
| Total Enrollment | 291 | 340 | 369 |

Conclusions based on this data:

1. Enrollment for the beginning of the 2023-2024 school year is 363. With current developments in local home and apartment building, we anticipate growth in enrollment. To match attendance and need, additional levels of instructional materials and staffing will be provided.
2. There has been no significant change in subgroup populations.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 24 | 25 | 31 | 8.2% | 7.4% | 8.4% |
| Fluent English Proficient (FEP) | 5 | 7 | 2 | 1.7% | 2.1% | 0.5% |
| Reclassified Fluent English Proficient (RFEP) | 4 | | | 16.7% | | |

Conclusions based on this data:

1. We are pleased that the instructional support given those identified students appears to have a positive impact on student success.
2. We are pleased and motivated by the increase in students who are reclassified fluent English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 76 | 71 | | 67 | 71 | | 67 | 71 | | 88.2 | 100.0 | |
| All Grades | 76 | 71 | | 67 | 71 | | 67 | 71 | | 88.2 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2414. | 2415. | | 29.85 | 25.35 | | 14.93 | 22.54 | | 20.90 | 25.35 | | 34.33 | 26.76 | |
| All Grades | N/A | N/A | N/A | 29.85 | 25.35 | | 14.93 | 22.54 | | 20.90 | 25.35 | | 34.33 | 26.76 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 23.88 | 16.90 | | 43.28 | 59.15 | | 32.84 | 23.94 | |
| All Grades | 23.88 | 16.90 | | 43.28 | 59.15 | | 32.84 | 23.94 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 17.91 | 16.90 | | 55.22 | 56.34 | | 26.87 | 26.76 | |
| All Grades | 17.91 | 16.90 | | 55.22 | 56.34 | | 26.87 | 26.76 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 7.46 | 12.68 | | 76.12 | 61.97 | | 16.42 | 25.35 | |
| All Grades | 7.46 | 12.68 | | 76.12 | 61.97 | | 16.42 | 25.35 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 20.90 | 11.27 | | 59.70 | 70.42 | | 19.40 | 18.31 | |
| All Grades | 20.90 | 11.27 | | 59.70 | 70.42 | | 19.40 | 18.31 | |

Conclusions based on this data:

1. Scores are available for last school year, but they have limited reliability due to the instability of student attendance.
2. This year's scores will reflect trends which will be discussed at teacher meetings and through our school Site Council.

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 76 | 71 | | 70 | 71 | | 70 | 71 | | 92.1 | 100.0 | |
| All Grades | 76 | 71 | | 70 | 71 | | 70 | 71 | | 92.1 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2417. | 2431. | | 15.71 | 21.13 | | 30.00 | 32.39 | | 25.71 | 26.76 | | 28.57 | 19.72 | |
| All Grades | N/A | N/A | N/A | 15.71 | 21.13 | | 30.00 | 32.39 | | 25.71 | 26.76 | | 28.57 | 19.72 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 24.29 | 26.76 | | 47.14 | 50.70 | | 28.57 | 22.54 | |
| All Grades | 24.29 | 26.76 | | 47.14 | 50.70 | | 28.57 | 22.54 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 18.57 | 21.13 | | 54.29 | 56.34 | | 27.14 | 22.54 | |
| All Grades | 18.57 | 21.13 | | 54.29 | 56.34 | | 27.14 | 22.54 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 18.57 | 22.54 | | 61.43 | 63.38 | | 20.00 | 14.08 | |
| All Grades | 18.57 | 22.54 | | 61.43 | 63.38 | | 20.00 | 14.08 | |

Conclusions based on this data:

1. Scores are available for the prior school year, but they have limited reliability due to the instability of student attendance.

2. Current assessment data reflects a dip in scores related to the amount of school time students received. Each year will be more and more reliable in terms of instruction and learning.

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | 6 | 7 | |
| 1 | * | * | | * | * | | * | * | | 6 | 5 | |
| 2 | * | * | | * | * | | * | * | | 8 | 5 | |
| 3 | * | * | | * | * | | * | * | | 4 | 5 | |
| All Grades | | | | | | | | | | 24 | 22 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 12.50 | 0.00 | | 37.50 | 54.55 | | 41.67 | 40.91 | | 8.33 | 4.55 | | 24 | 22 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 37.50 | 22.73 | | 29.17 | 54.55 | | 33.33 | 22.73 | | 0.00 | 0.00 | | 24 | 22 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 8.33 | 0.00 | | 29.17 | 27.27 | | 45.83 | 59.09 | | 16.67 | 13.64 | | 24 | 22 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 50.00 | 36.36 | | 50.00 | 63.64 | | 0.00 | 0.00 | | 24 | 22 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 33.33 | 13.64 | | 50.00 | 86.36 | | 16.67 | 0.00 | | 24 | 22 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 12.50 | 4.55 | | 75.00 | 72.73 | | 12.50 | 22.73 | | 24 | 22 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 12.50 | 4.55 | | 70.83 | 81.82 | | 16.67 | 13.64 | | 24 | 22 | |

Conclusions based on this data:

1. ELPAC testing has resumed. Assessment scores will be shared at SITE Council, ELAC/DELAC meetings and with the Wheatland School District.
2. The increase in Reclassifications is encouraging.

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 |
| 340 | 55.9 | 7.4 | 0.3 |
| Total Number of Students enrolled in Wheatland 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 | 25 | 7.4 |
| Foster Youth | 1 | 0.3 |
| Homeless | 34 | 10.0 |
| Socioeconomically Disadvantaged | 190 | 55.9 |
| Students with Disabilities | 38 | 11.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | | |
| American Indian | | |
| Asian | 5 | 1.5 |
| Filipino | | |
| Hispanic | 91 | 26.8 |
| Two or More Races | 35 | 10.3 |
| Pacific Islander | 3 | 0.9 |
| White | 196 | 57.6 |

Conclusions based on this data:

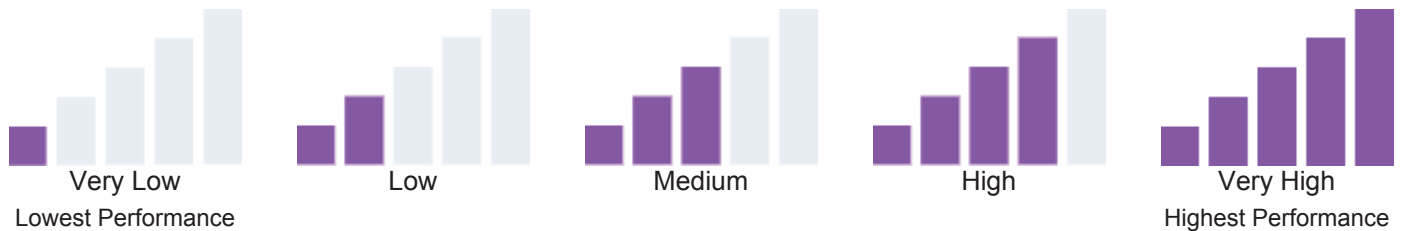
1. Identification of all students groups is a great way to drill down assessment data and find students in need.

School and Student Performance Data

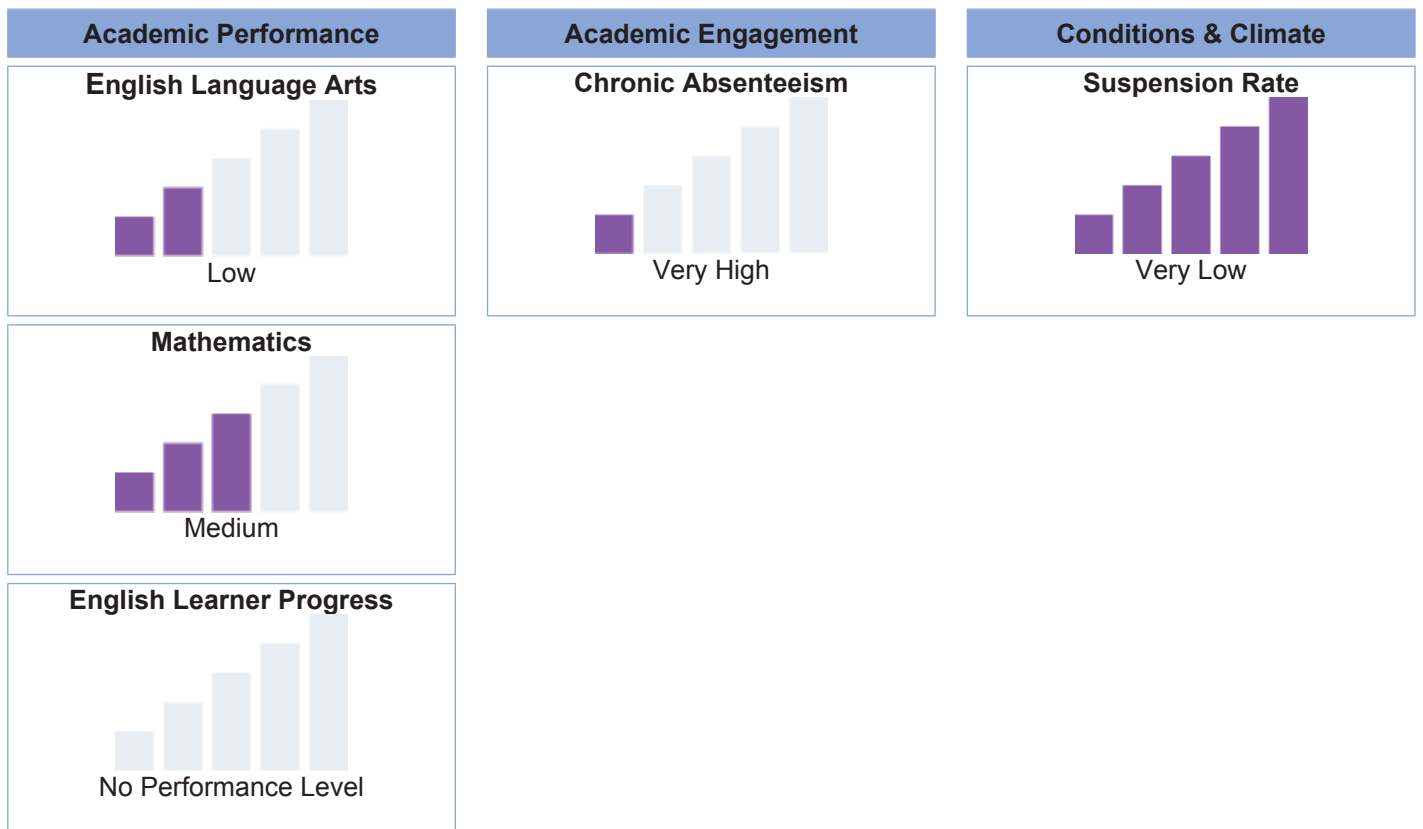
Overall Performance

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:

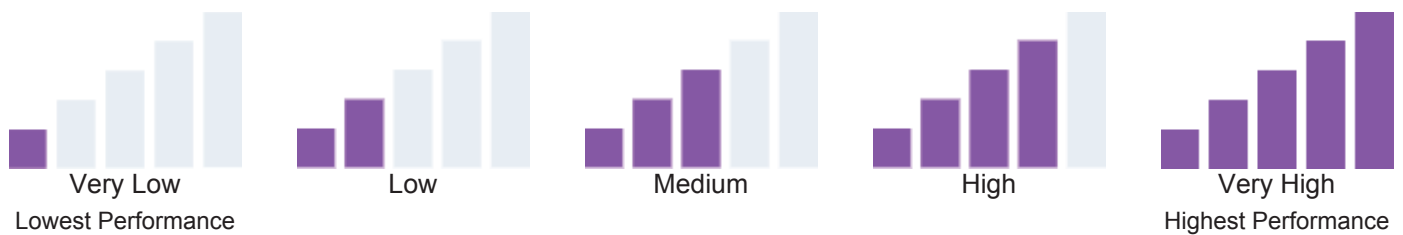
1. We will continue to monitor attendance (and engagement) of all students.
2. District led workshop was held to help identify and address areas of focus toward improvement.

School and Student Performance Data

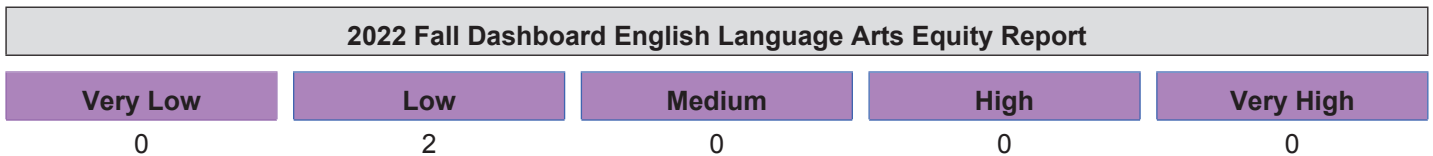
Academic Performance English Language Arts

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](#).

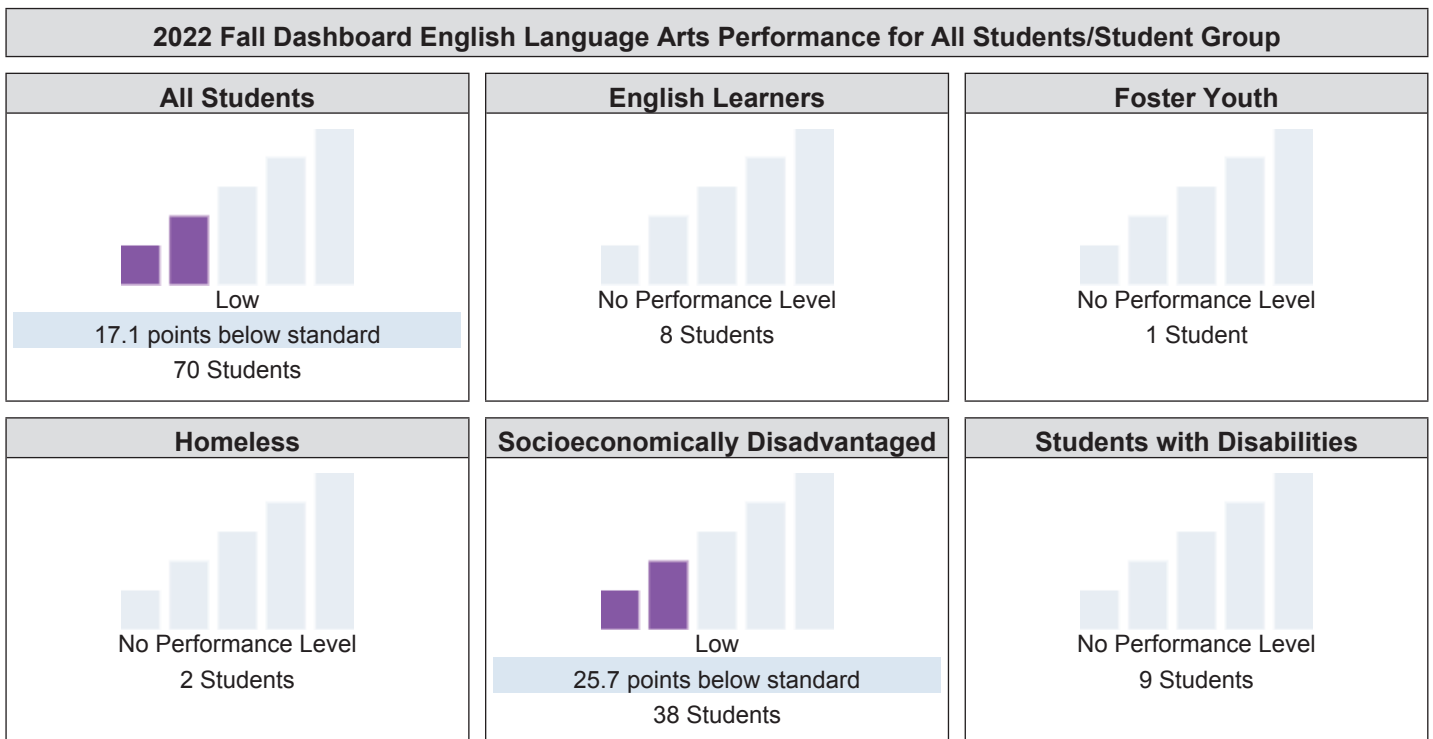
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



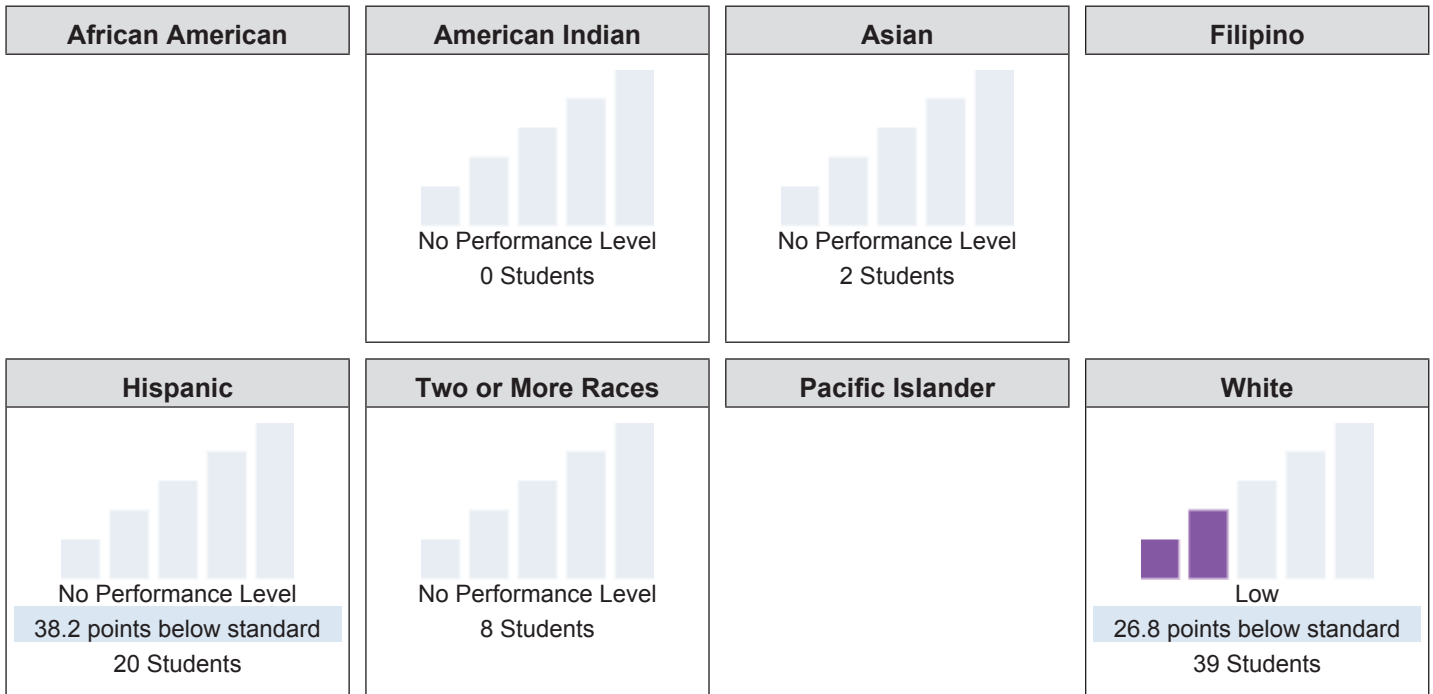
This section provides number of student groups in each level.



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 |
|-------------------------|-------------------------------|---|
| 5 Students | 3 Students | 10.3 points below standard 60 Students |

Conclusions based on this data:

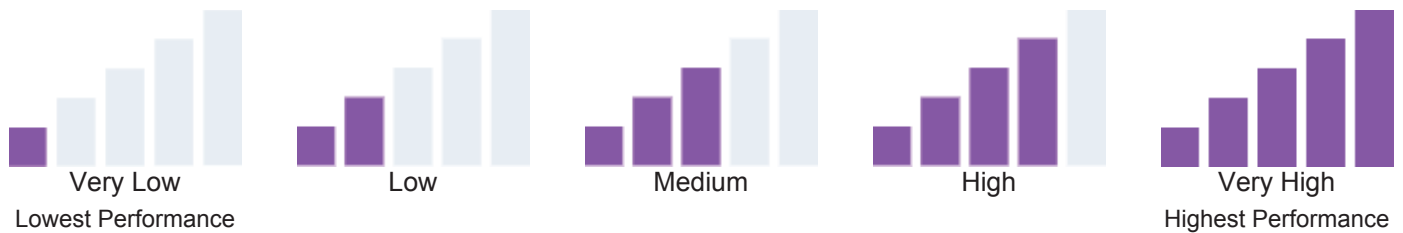
- The rate of reclassification of students toward english proficient has been encouraging.

School and Student Performance Data

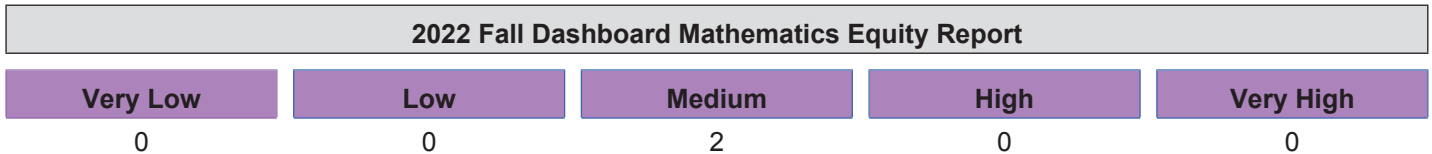
Academic Performance Mathematics

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](#).

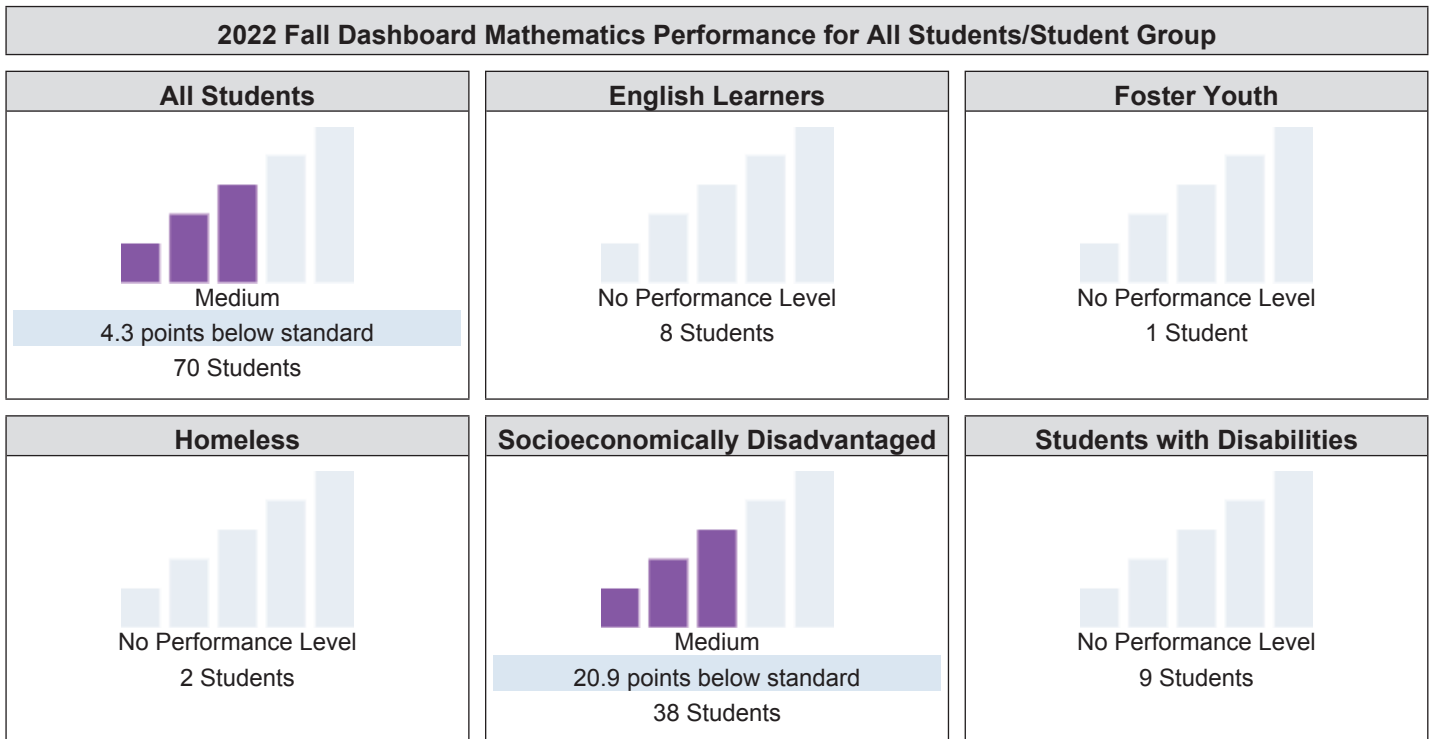
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



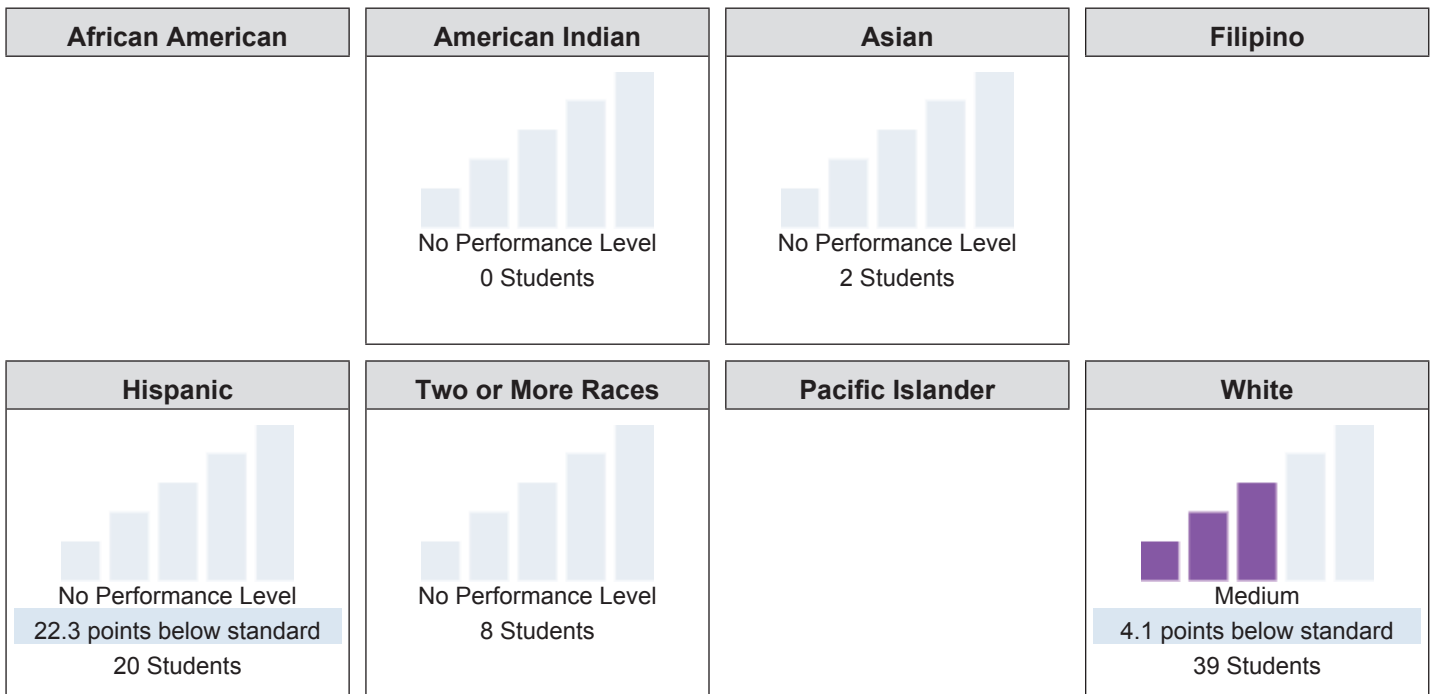
This section provides number of student groups in each level.



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 |
|-------------------------|-------------------------------|--|
| 5 Students | 3 Students | 2.4 points above standard 60 Students |

Conclusions based on this data:

1. Analysis of the 4.1 points below standard metric will drive additional staff development opportunities and training.

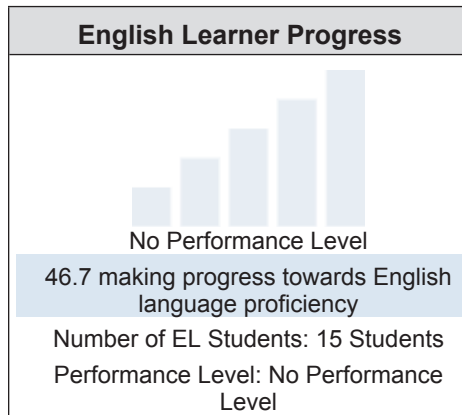
School and Student Performance Data

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 13.3% | 40.0% | 0.0% | 46.7% |

Conclusions based on this data:

1. We will continue to address the needs of English learners through direct instruction, identification of needs, and intervention.

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:

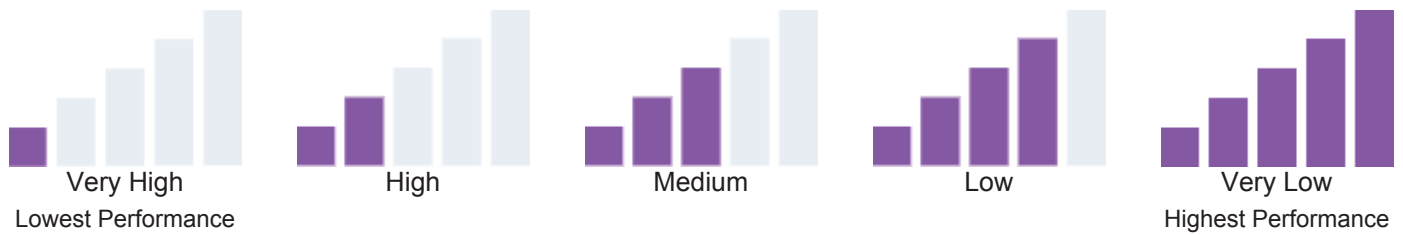
1. none

School and Student Performance Data

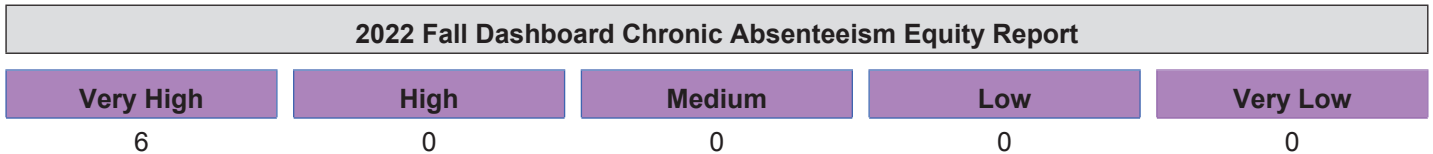
Academic Engagement Chronic Absenteeism

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](#).

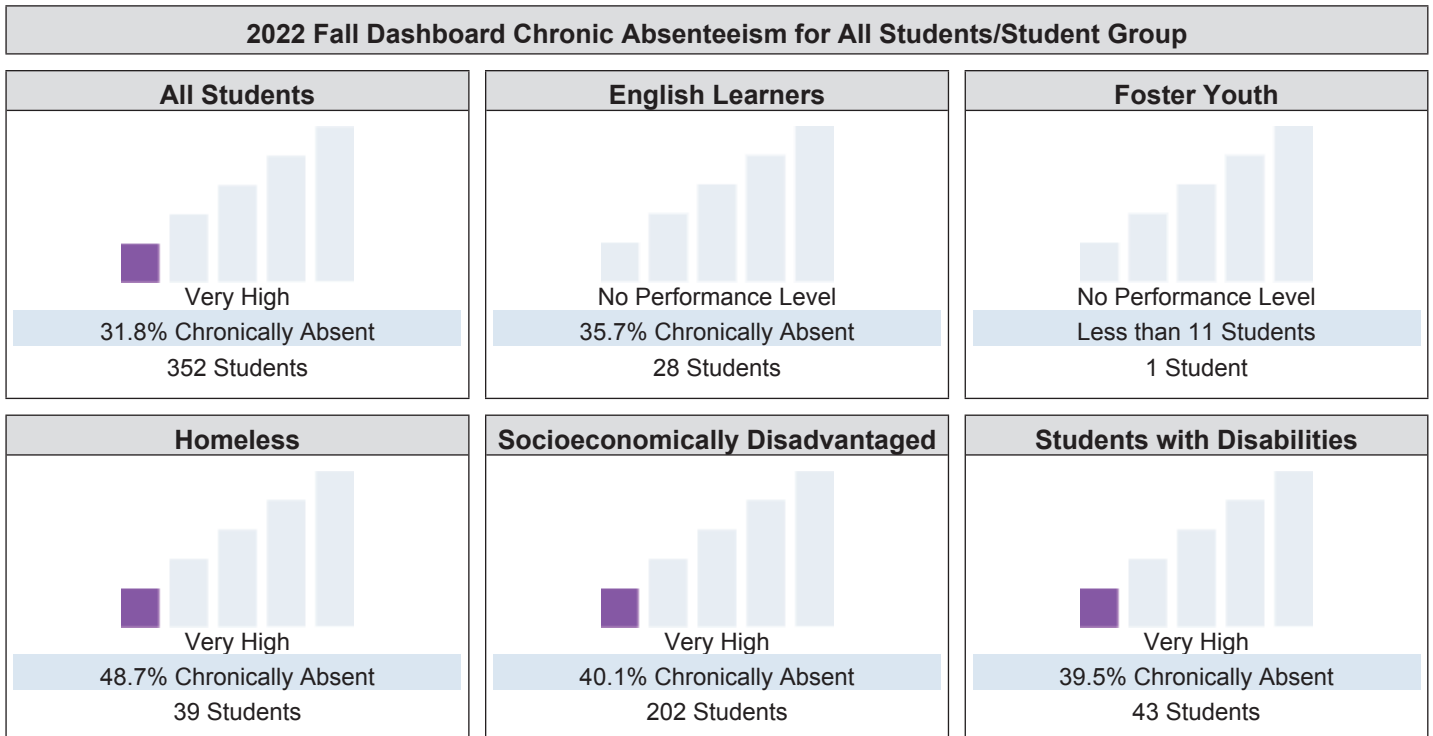
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



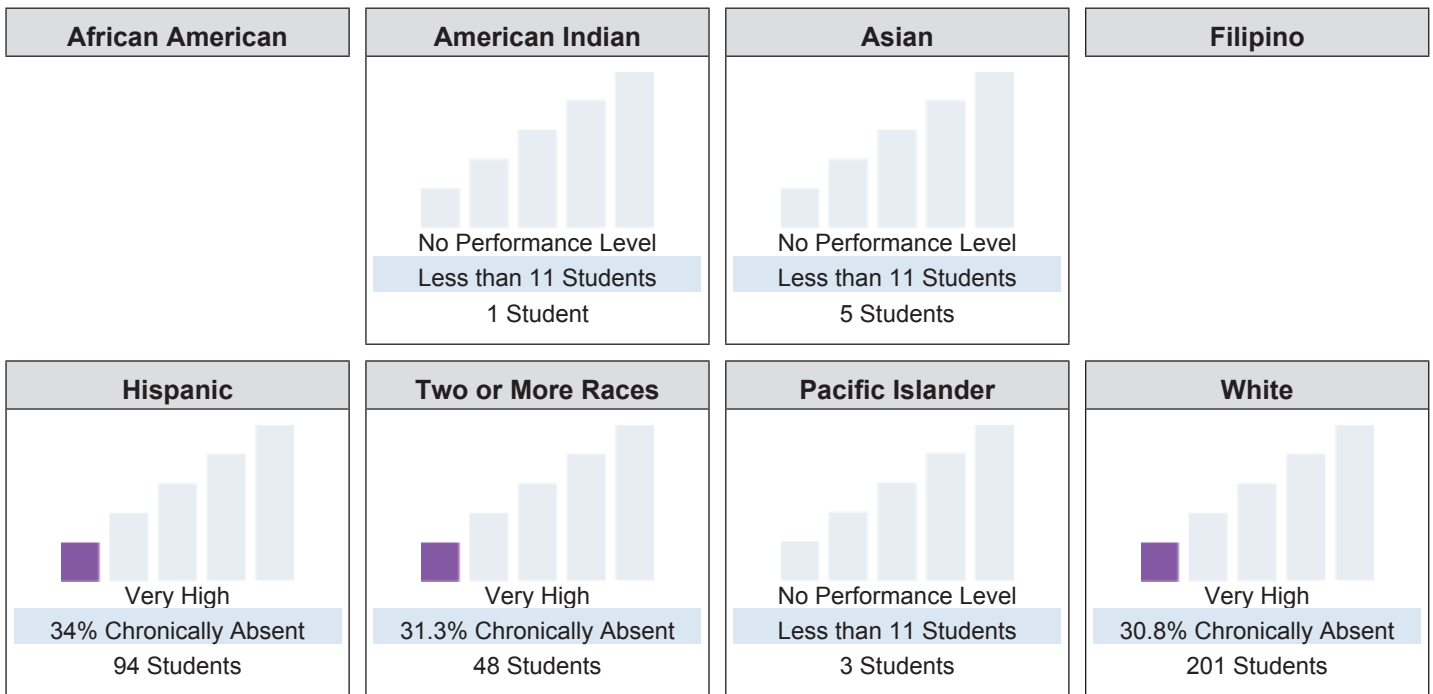
This section provides number of student groups in each level.



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:

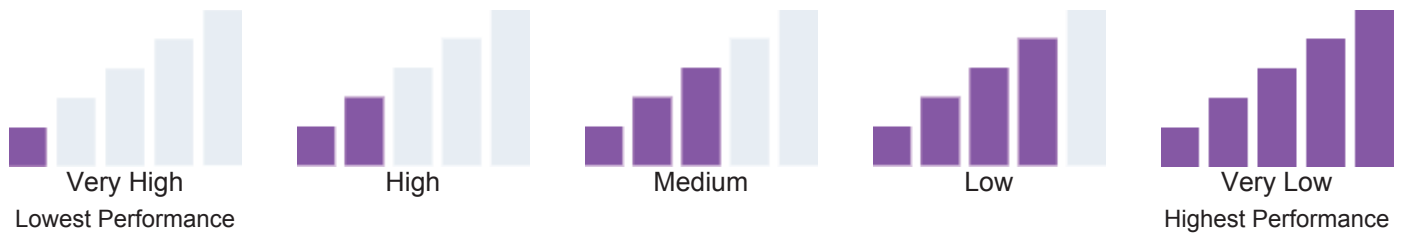
1. School attendance will be improved through focused education of parents about the importance of their child being in school (School newsletters, class communications, school events, social media, personal phone calls by the Principal, home visits by staff, inclusion of local law enforcement)
2. School attendance will be improved through focused efforts to curb chronic absenteeism. (SART Team, SARB Board, and Truancy tracking shared between all schools)
3. School attendance will be improved through focused approach to make students feel safe, welcome and valued at school. (engaging curriculum, social emotional learning, mentoring program, scheduling of special events, incentives and rewards)

School and Student Performance Data

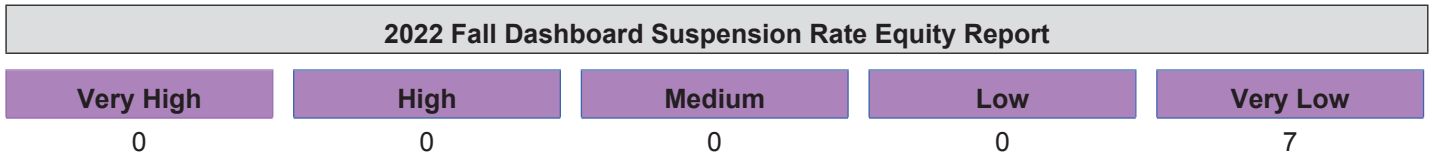
Conditions & Climate Suspension Rate

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](#).

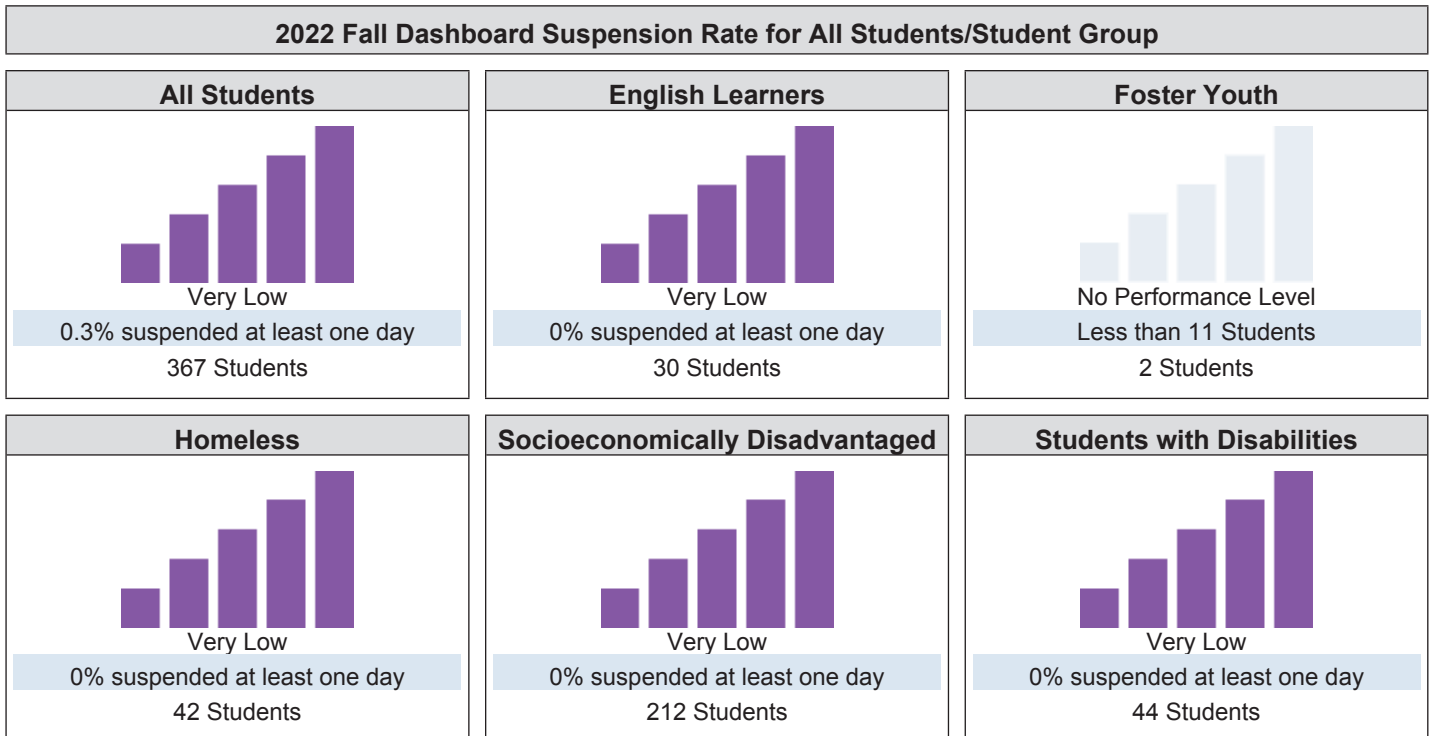
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



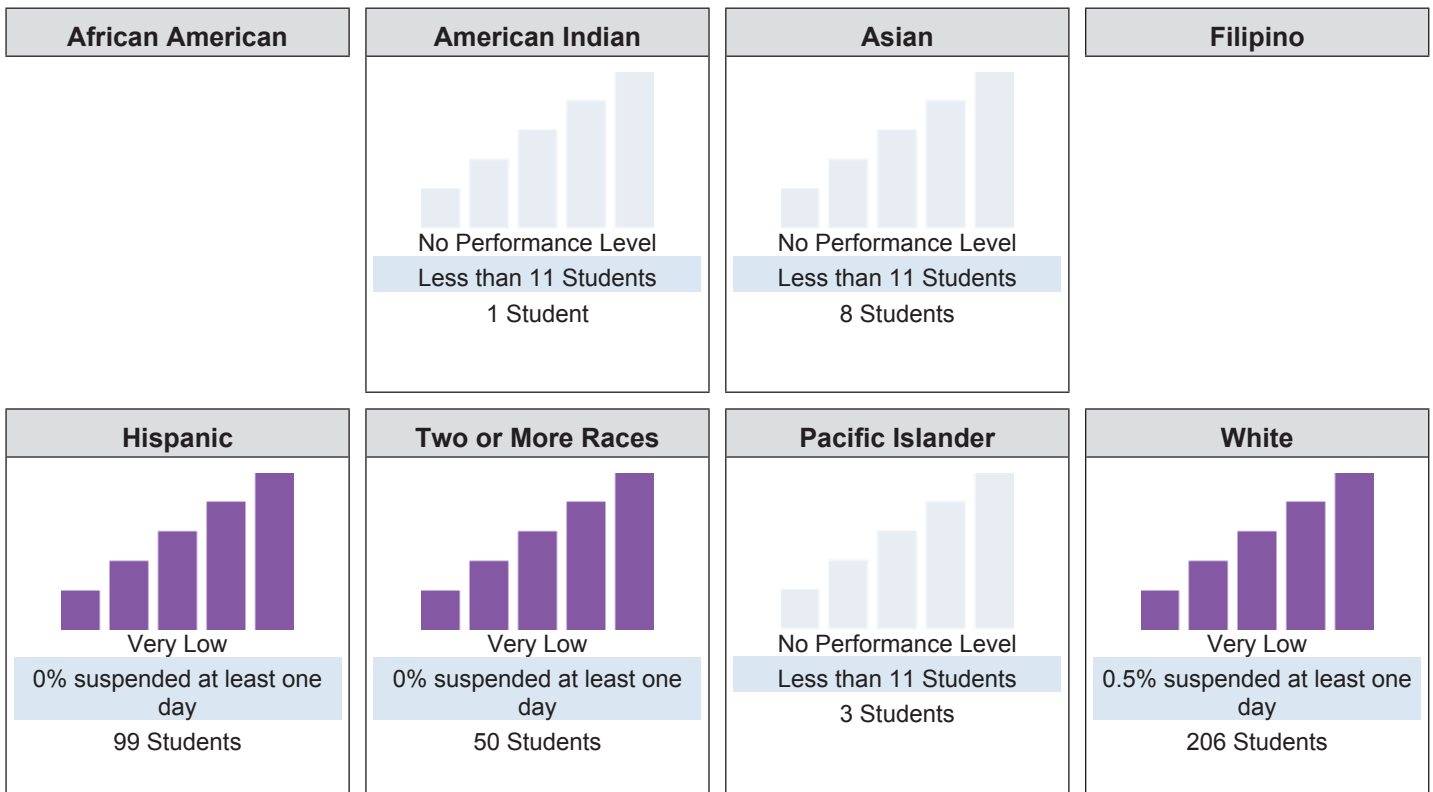
This section provides number of student groups in each level.



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:

1. Consequences for school infractions will be addressed with measures short of suspension. (Inclusion of FRC support, and Parent meetings)
2. Early intervention activities to support students coming to our school with at-risk patterns of behavior will be implemented. (intake meetings at foster homes, McKinney Vento student support groups, FAST Program and targeted counseling,

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts/Literacy

LEA/LCAP Goal

Improve student achievement for all students in ELA.

Goal 1

Increase the Overall Achievement for All Students in ELA skills.

Identified Need

State indicators reflect a need for improvement in the area of ELA. by identifying that our school is 17.1 points below standard.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|-----------------------------|
| By April 16, 80% of kindergarten students will meet grade-level standards in phonological awareness and letters and sounds as measured by ESGI. | | 80% proficiency by April 15 |
| By April 16, 80% of first grade students will meet grade-level standards in phonological awareness as measured by the iready diagnostic. | | 80% proficiency by April 15 |
| By April 16, 80% of second grade students will meet grade-level standards in phonics as measured by the iready diagnostic. | | 80% proficiency by April 15 |
| By April 16, 80% of students will score at or above grade level in reading as measured by the iready diagnostic. | | 80% proficiency by April 15 |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in TK-3 that participate in Reading

Strategy/Activity

Continue developing instructional skills in the adopted ELA program, Wonders.
Develop test taking skills and technology automaticity through the use of 1:1 devices in grades 2 and 3.
Use student data tracking software including iReady and ESGI.
Use instructional programs (iReady and ESGI) for support and intervention to help promote student learning.
Actively seek out students in the Standards Not Met category for intervention and support.
Apply Interventions through, Intervention Specialist, Academic Intervention afterschool program, Learning Center intervention and FRC support.
Training in the iReady instructional materials.
Continuing education at grade level workshops and conferences in the area of ELA instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
1000-1999: Certificated Personnel Salaries
Personnel

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

iReady program was purchased for All Grade level teachers to use with students in their classrooms.
Additional intervention support with an Intervention Specialist was funded, hired, and built into the new fall 2023 instructional schedule.

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

Baseline year

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

Periodic and ongoing monitoring will be reviewed at staff meetings, with grade level teams, and with individual teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student achievement for all students in Mathematics.

Goal 2

Increase CAASPP Results (All Students) in Overall Achievement for All Students Standard Exceeded by 3%.

Identified Need

California State Dashboard reflects a 4.3 points below standard deficiency in mathematics. Targeted groups include Socioeconomically Disadvantaged students who were 20.9 points below standard.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| Increase in the percent of students that Meets or Exceed standards | 53% | 56% |
| Decreased in the percent of students in the Standards Not Met category | 20% | 17% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students
Socioeconomically disadvantaged students

Strategy/Activity

Utilize My Math and trimester assessments to inform instructional decisions.
Continued Staff Development opportunities in the area of Math instruction.
Use of iReady as an instructional support in the area of Mathematics.
Increased focus on elements that affect the socioeconomically students such as absenteeism and health issues.

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)

0.00

Source(s)

None Specified
1000-1999: Certificated Personnel Salaries
Personnel

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This will be a curriculum area of focus for the 2023-2024 school year.

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

none

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.

Further analysis of the CAASPP scores and classroom iredy assessment data will be used to form goals, set resource priorities, and create a formal plan for this spring and next year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance improvement

LEA/LCAP Goal

To increase the percentages of students attending school.

Goal 3

Decrease absenteeism by 20%

Identified Need

On the California State Dashboard we were identified with 31.8% chronically absent students.

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Track and monitor all student absences.
Track and support families which have factors contributing to poor attendance.

Strategy/Activity

Continued use of the F.A.S.T. team (Family Assist and Support Team). meeting with families which identify with multiple challenges prohibiting student success and attendance.
Use of a school SART- School Attendance Review Team to address absenteeism and contributing factors.
Use of a district SARB School Attendance and Review Board to address student absenteeism.
Use of RaaWee program to track, monitor and address student absenteeism across the district.

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)

0.00

Source(s)

None Specified
1000-1999: Certificated Personnel Salaries
Personnel

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Previously we have used attendance letters, SST and FAST meetings, and occasionally SARB board interventions. These have had limited success on impacting chronic absenteeism.

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

We are addressing absenteeism and chronic absenteeism in a more comprehensive approach at the school and through the district.
An additional document Improving School Attendance at Wheatland Elementary will outline other activities, policies and procedures we will implement to address this issue.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

0

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0.00

None Specified

1000-1999: Certificated Personnel Salaries
Personnel

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

0

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0.00

None Specified

1000-1999: Certificated Personnel Salaries
Personnel

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$0.00 |

Other Federal, State, and Local Funds

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

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

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| None Specified | \$0.00 |

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---------|----------|
| Title III Part A: Language Instruction for LEP Students | 4000.00 | 4,000.00 |
| Title III Immigrant Education Program | 1000.00 | 1,000.00 |
| Title I | 7700.00 | 7,700.00 |
| General Education | 4000.00 | 4,000.00 |
| Title I | 3000.00 | 3,000.00 |
| Title I | 3000.00 | 3,000.00 |
| ASB | 3000.00 | 3,000.00 |
| General Education | 7000.00 | 7,000.00 |
| None Specified | | |
| None Specified | | |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|--------|
| None Specified | 0.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|--------|
| 1000-1999: Certificated Personnel Salaries | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|--------|
| 1000-1999: Certificated Personnel Salaries | None Specified | 0.00 |

Expenditures by Goal

Goal Number

Total Expenditures

| |
|--------|
| Goal 1 |
| Goal 2 |
| Goal 3 |
| Goal 4 |
| Goal 5 |

| |
|------|
| 0.00 |
| 0.00 |
| 0.00 |
| 0.00 |
| 0.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|---------------------|----------------------------|
| Peter Towne | Principal |
| Joe Waltz | Parent or Community Member |
| Angela Waltz | Parent or Community Member |
| Genae Belding | Classroom Teacher |
| Heather McCourtie | Classroom Teacher |
| Heather Panteloglou | Other School Staff |
| Isabel Flores | Parent or Community Member |
| Desiree Hastey | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



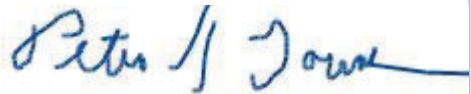
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Peter Towne on

SSC Chairperson, Chairperson on

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/>

Developed by the California Department of Education, January 2019