School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Russo/McEntee Academy	43-69369-0114900	04/20/2021	

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)

X Schoolwide Program
The purpose of this plan is to improve the academic performance of all the students at Russo/McEntee. This is a School wide program

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

The School Site Council will meet as needed to effectively meet the ESSA requirement in alignment with the LCAP and other state, federal, and local programs.

Comprehensive Needs Assessment Components

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

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

Surveys provide information from key stakeholders to improve school practices.
Teachers are surveyed in every year to provide input on instructional support and school culture. Additionally, each grade level is represented on our Instructional Leadership Team and this group meets regularly to discuss instructional priorities and provide feedback on implementation.
Russo/McEntee also administers the ARUSD coordinated Panorama survey to students, parents, and staff:

2021 Spring Student Climate Survey Results (149 responses)

Knowledge and Fairness of Discipline, Rules, and Norms: 85% favorable
The climate of Support for Academic Learning: 79% favorable
Sense of Belonging (School Connectedness): 76% favorable
Safety: 63% favorable

2021 Spring Parent Survey Results (47 responses)
After School Programs: 96% favorable
Sense of Belonging (School Connectedness): 97% favorable
The climate of Support for Academic Learning: 94% favorable
Knowledge and Fairness of Discipline, Rules, and Norms: 95% favorable
Safety: 96% favorable

2021 Spring Staff Survey (21 responses)
Knowledge and Fairness of Discipline, Rules, and Norms: 100% favorable
The climate of Support for Academic Learning: 99% favorable
Safety: 90% favorable
Sense of Belonging (School Connectedness): 90% favorable

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

The school principal conducts weekly/biweekly classroom observations focused on classroom instruction in all classrooms. Feedback is provided to teachers with reflective questions and next steps. During the 2020-2021 school year, emphasis was placed on standards based instruction. Consistent areas of focus include ways to integrate technology, support for English Language Learners in all core subject areas; instructional differentiation and small group supports; and classroom environment that is conducive to all learners and learning styles.

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)

At Russo/McEntee Academy we depend on assessments to identify where instruction needs to be modified in order to maximize student achievement. Teachers utilize the Common Core assessments in language arts, math, and writing to ensure students are mastering the standards being taught. Grade-level teams meet a minimum of monthly to analyze data and to develop action plans for improving instruction in order to improve future results with the guidance of the instructional leader. Some of the ongoing state and local assessments used at Russo/McEntee to modify instruction and improve student achievement are the following:
Benchmark ELA performance tasks, weekly and unit assessments, and interim assessments.
- Steps to Advance assessment data
- Read Well assessment data
- Envision topic test and performance task assessments
- District Writing Assessment through the benchmark ELA performance tasks
- Fastbridge diagnostic assessment and progress monitoring
- Accelerated Reader
- English Language Proficiency Assessments for California (ELPAC).
- California Assessment of Student Performance and Progress (CAASSP) in 3rd to 5th grade
- Suspension Data
- Attendance Data

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

Russo/McEntee has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers through Illuminate and ESGI website. This allows teachers to access their students' performance data so that they can compare it to the school-wide, district, and state data to ascertain student performance and guide their efforts to provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teaching staff at Russo/McEntee Academy meet the requirements for highly qualified staff. New teachers go through an induction program to receive mentoring from an experienced educator

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

Russo/McEntee Academy teachers have attended the curriculum training for both Benchmark and EnVision, as well as sessions on the Common Core State Standards. Teachers also have access to many professional development opportunities provided either by the district office, county office of education, or the school site. Some of the topics that the teachers have engaged in are on the effective integration of technology, supporting English Language learners, understanding and mitigating bias, and other training.

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

The teachers at Russo/McEntee have worked to identify a problem of practice and create a Theory of Change that captures the student goals of the school and then identifies the key instructional practices that need to be in place to meet these goals. The Instructional Leadership team meets regularly to monitor the school's success in implementing the theory of change and continues to modify the professional learning plan to adjust for the site's needs. The ILT determines areas of support that teachers will need to effectively achieve these goals and implement the school's instructional focus.
Russo/McEntee has ensured the alignment of staff development to academic standards through the following practices:
Newly credentialed teachers will participate in BTSA that includes activities that focus on the use of standards-based reading materials.
All teachers will participate in school and district-sponsored grade-level meetings that focus on standards-based adopted instructional programs.
Teachers will follow the site developed grade level alignment plan and priority standards for each grade level

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

Russo/McEntee teachers receive on going assistance in form of professional development through the district PD and site based PD. The grade level teams meet regularly to collaborate and plan for the instructional and social emotional needs of their students and receive support from the school's instructional leader.

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

At Russo/McEntee, all our efforts to improve instruction are dependent on the collaboration of grade-level teams. Teams meet bi-weekly. The efficacy of the grade-level teams varies at different grades and conscious efforts are made by the administration and the support staff to improve the collaborative culture at all levels. We believe that our most powerful tool for school improvement is effective collaboration and we are committed to developing a professional learning community that is constantly improving instruction and achieving constantly improved results. Grade level teams with the Instructional leader monthly and as a grade-level team to increase their collaboration skills and knowledge and implementation of adopted curriculum's and district priority initiatives. They do this through data-driven cycles of inquiry.

Teaching and Learning

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

Russo/McEntee Academy has aligned curriculum instruction and materials to content and performance standards through the following practices:
- All adopted curriculum and supplemental materials align with the standards.
- Program evaluations stress student mastery of standards-based content.
- All professional development offerings to staff are tied to content standard instruction.

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

The instructional program at Russo/McEntee adheres closely to the recommended instructional minutes for reading/language arts and mathematics (K-8).
- Kindergarten has a minimum of 90 minutes of English/Language Arts (ELA) and 30 minutes of Math.
- Grades 1-2 have a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grade 3 has a minimum of 2.5 hours of ELA standards-based instruction plus 75 minutes of Math.
- Grades 4-5 have a minimum of 2 hours of ELA standards-based instruction plus 75 minutes of Math.

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

At Russo/McEntee Academy intervention takes many forms. Every classroom implements the workshop model as part of their language arts block. During the workshop time, students are pulled in small groups for intervention opportunities according to their needs. Some students participate in before and after school intervention programs in the winter and spring taught by classroom teachers. The intervention classes target students with identified instructional needs. Some students attend our Think Together and Little Heroes after school program where along with homework support the students go through a STEM-based common core aligned curriculum.

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

Russo/McEntee Academy has ensured the availability of standards-based instructional materials for all students through the following practices:
- School provides state-adopted texts or instructional materials in ELA, math, science, English Language Development and history/social science for every student.
- Teachers regularly examine student work samples at grade level/staff meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to lesson objectives and you will find them written in plain sight for students and the principal.
- The principal works with all teachers to ensure full implementation of standards-aligned ELA and math programs.

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

• Benchmark Reading and Envision Math, are the core curricular materials used at Russo/McEntee Academy. Every student has access to these curricula on a daily basis. Teachers have been trained in these programs and receive support from the district. Curricular material used during the intervention is pulled from Benchmark ELA and Envision Math. Any supplemental material that is used is carefully chosen to meet state grade-level standards. Additionally, all core instructional material used at the school is the State Board of Education approved.

Opportunity and Equal Educational Access

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

Russo/McEntee Academy provides the following regular program services to enable under-performing students to meet standards:
- Staff development is provided in differentiated instructional practices in the areas of ELA, ELD and math.
- The workshop model is used in ELA and math in classrooms to allow time for teachers to work with small groups of learners on specific areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade-level teams to identify target students using data and tools such as the ROCI process.
- Teachers meet regularly with the principal to discuss the various needs of students in each class. Strategies to meet academic and behavior needs are discussed.
- Students in all grades are targeted for participation in before and after school intervention classes taught by classroom teachers. Classes vary in length from 30-60 minutes and target specific areas of weakness for small groups of students.

Evidence-based educational practices to raise student achievement

Russo/McEntee Academy depends on a variety of research-based educational practices to raise student achievement:
- Ongoing, structured, grade-level collaboration which focuses on relevant and current data provides the foundation of our ongoing school improvement efforts.
- Teachers have received many hours of professional development on the most current best-practices in ELA and math such as backward planning, integration of technology, and how to use the gradual

release of responsibility models as well as small group instruction.
- Teachers use EL strategies to support integrated ELD throughout the content areas and their is a designated ELD block to target specific proficiency levels for English Learners.

Parental Engagement

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

Russo/McEntee Academy provides the following family, school, district, and community resources to assist students:
- A Student Success Team (SST) responds to the concerns of classroom teachers and parents in regards to the academic and behavioral needs of students; and develops and monitors action plans to support learning.
- Parent training is provided by Russo/McEntee staff, district, and community organizations to better help parents support their child's academic progress.
- Principal's monthly newsletter provides important information and updates
- Teachers can provide workshops for parents on building literacy skills and math skills at home.
- Teachers meet with parents of students who are at risk of not meeting grade-level standards to share strategies for supporting their learning at home.
- Monthly Principal Coffee gatherings are educational opportunities attended by 30 parents or more. The principal uses these gatherings to teach parents about their rights and responsibilities as public school parents. She discusses

grade-level standards, the accountability system and of course, how the parents can be active participants in their children's education. Speakers on a variety of topics are brought in to present to parents.
- Russo/McEntee also has a robust group of parents who participate in the school PTA
- Parent-teacher conferences, walk-a-thon, Think Together before and after school care, and counseling intern program allows for many opportunities for parents to participate in their child's educational journey
- There are also opportunities for the parents to participate in programs like Los Dichos program
- Parents are also encouraged to volunteer in the classroom and on the field trips with the students.
- Think Together program assists students before and after school with homework and enrichment activities

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)

The School Site Council, the English Learner Advisory Council, and the Instructional Leadership Team are involved in all major decisions at Russo/McEntee Academy regarding budgets and programs.

Funding

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

Russo/McEntee Academy provides the following categorical funded services to enable under-performing students to meet standards:
- Before or after school intervention program provides tutoring, academic support, and enrichment opportunities for students.
- After school intervention classes are offered to at-risk students scoring below proficient levels in ELA and Math.
- Accelerated Reader program is used to motivate students to read and to promote reading fluency and comprehension for all students as well as under-performing students.
- Two staff meetings per month are reserved to analyze data, action planning to improve teaching and learning in classrooms. Teachers develop action plans based on the data result for continuous improvement.
- The Principal and classroom teachers analyze student data to monitor the progress of ELs on their annual progress goal (based on length of time in the district's ELD program).

Math Shelf program to help TK and Kinder students develop and enrich their mathematical abilities.

Fiscal support (EPC)

Russo/McEntee receives state and federal funds. We rely on several funding sources: categorical, and donations. Categorical funding comes from Title I and Title III. Donations come from funds raised through the PTA,local business, and parents. LCAP funds are also used to enhance and improve programs at our school.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Teachers,parent, and student survey , LCAP meeting were taken into account when developing the SPSA.The school site council along with the ELAC were involved in process for the SPSA and Annual review and update.

Resource Inequities

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

Through careful spending of the budget we have worked to ensure all students are having their needs met with high quality materials and programs including our second language learners and students with special needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.24%	0.5%	1	1	2
African American	2.02%	2.2%	1.3%	9	9	5
Asian	8.07%	9.54%	10.5%	36	39	41
Filipino	11.21%	9.78%	9.0%	50	40	35
Hispanic/Latino	74.22%	74.33%	73.4%	331	304	287
Pacific Islander	0.22%	0%	0.5%	1	0	2
White	2.02%	2.44%	2.8%	9	10	11
Multiple/No Response	%	0%	2.1%		6	8
			Total Enrollment	446	409	391

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	69	61
Grade 1	63	72	70
Grade 2	80	70	67
Grade3	81	61	52
Grade 4	70	72	67
Grade 5	74	65	74
Total Enrollment	446	409	391

Conclusions based on this data:

1. We are seeing a declining enrollment trend in our Kindergarten classes which will eventually be impactful in the upcoming school year

2. We have maintained the percentage of Hispanic and Asian population

3. Over all enrollment has been declining in the school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	178	148	161	39.9%	36.2%	41.2%
Fluent English Proficient (FEP)	101	109	77	22.6%	26.7%	19.7%
Reclassified Fluent English Proficient (RFEP)	30	43	2	13.4%	24.2%	1.4%

Conclusions based on this data:

1. The number of English Language Learners enrolled in the school has been decreasing.

2. The programs offered at Russo/ McEntee have been effective for the Fluent English Proficient students as we continue to increase the percentage of these students.

3. We continue to reclassify English Language Learners. According to the data we reclassified the highest percentage of students this year

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	79	81	86	79	80	86	79	80	97.7	100	98.8
Grade 4	88	91	73	87	88	69	87	88	69	98.9	96.7	94.5
Grade 5	96	89	77	95	87	76	95	87	76	99	97.8	98.7
All Grades	272	259	231	268	254	225	268	254	225	98.5	98.1	97.4

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2409.	2405.	11.63	17.72	13.75	20.93	25.32	23.75	26.74	25.32	28.75	40.70	31.65	33.75
Grade 4	2449.	2428.	2431.	14.94	10.23	14.49	27.59	22.73	23.19	21.84	23.86	15.94	35.63	43.18	46.38
Grade 5	2476.	2494.	2470.	17.89	17.24	11.84	25.26	28.74	23.68	15.79	29.89	26.32	41.05	24.14	38.16
All Grades	N/A	N/A	N/A	14.93	14.96	13.33	24.63	25.59	23.56	21.27	26.38	24.00	39.18	33.07	39.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	18.99	13.75	39.53	44.30	57.50	44.19	36.71	28.75
Grade 4	17.24	12.50	14.49	55.17	53.41	46.38	27.59	34.09	39.13
Grade 5	16.84	21.84	18.42	43.16	58.62	51.32	40.00	19.54	30.26
All Grades	16.79	17.72	15.56	45.90	52.36	52.00	37.31	29.92	32.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.79	20.25	12.50	37.21	48.10	48.75	50.00	31.65	38.75
Grade 4	11.49	10.23	10.14	55.17	45.45	44.93	33.33	44.32	44.93
Grade 5	20.00	24.14	19.74	44.21	49.43	38.16	35.79	26.44	42.11
All Grades	14.93	18.11	14.22	45.52	47.64	44.00	39.55	34.25	41.78

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.63	21.52	12.50	53.49	58.23	68.75	34.88	20.25	18.75
Grade 4	13.79	9.09	10.14	60.92	68.18	65.22	25.29	22.73	24.64
Grade 5	15.79	12.64	13.16	55.79	65.52	55.26	28.42	21.84	31.58
All Grades	13.81	14.17	12.00	56.72	64.17	63.11	29.48	21.65	24.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	10.47	21.52	17.50	52.33	45.57	56.25	37.21	32.91	26.25
Grade 4	21.84	11.36	17.39	54.02	55.68	37.68	24.14	32.95	44.93
Grade 5	22.11	25.29	19.74	45.26	49.43	39.47	32.63	25.29	40.79
All Grades	18.28	19.29	18.22	50.37	50.39	44.89	31.34	30.31	36.89

Conclusions based on this data:

1. Third grade has 43% of students performing at or or above the standard in English/Language Arts. The fourth grade cohort has the percentage of students performing at or above grade level of 33%. The fifth grade cohort has 46% of students at or above standard. The administration will work with teachers in the implementation of small group reading instruction to meet the differing needs of our students.

2. SBAC testing did not take place for the year 2019-2020 due to COVID -19 shelter at home orders

3. SBAC testing did not take place for the year 2020-2021 due to COVID -19

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	79	81	88	79	80	88	79	80	100	100	98.8
Grade 4	88	91	73	88	90	72	88	90	72	100	98.9	98.6
Grade 5	96	89	77	96	89	76	96	89	76	100	100	98.7
All Grades	272	259	231	272	258	228	272	258	228	100	99.6	98.7

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2427.	2398.	12.50	18.99	5.00	23.86	16.46	30.00	26.14	41.77	22.50	37.50	22.78	42.50
Grade 4	2456.	2443.	2440.	11.36	8.89	12.50	26.14	21.11	18.06	29.55	38.89	30.56	32.95	31.11	38.89
Grade 5	2476.	2488.	2481.	16.67	15.73	17.11	13.54	19.10	13.16	22.92	26.97	28.95	46.88	38.20	40.79
All Grades	N/A	N/A	N/A	13.60	14.34	11.40	20.96	18.99	20.61	26.10	35.66	27.19	39.34	31.01	40.79

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	29.11	21.25	38.64	36.71	26.25	36.36	34.18	52.50
Grade 4	22.73	17.78	18.06	35.23	30.00	23.61	42.05	52.22	58.33
Grade 5	17.71	20.22	18.42	22.92	35.96	35.53	59.38	43.82	46.05
All Grades	21.69	22.09	19.30	31.99	34.11	28.51	46.32	43.80	52.19

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.05	22.78	11.25	38.64	37.97	47.50	44.32	39.24	41.25
Grade 4	14.77	14.44	11.11	42.05	38.89	54.17	43.18	46.67	34.72
Grade 5	17.71	11.24	13.16	36.46	48.31	44.74	45.83	40.45	42.11
All Grades	16.54	15.89	11.84	38.97	41.86	48.68	44.49	42.25	39.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.05	21.52	12.50	44.32	54.43	55.00	38.64	24.05	32.50
Grade 4	18.18	14.44	16.67	43.18	47.78	36.11	38.64	37.78	47.22
Grade 5	16.67	8.99	15.79	39.58	58.43	39.47	43.75	32.58	44.74
All Grades	17.28	14.73	14.91	42.28	53.49	43.86	40.44	31.78	41.23

Conclusions based on this data:

1. Third grade has 35% of students meeting or exceeding standard . The fourth grade cohort has 30% of students meeting or exceeding standards. Fifth grade 35% of students meeting or exceeding standards. Administration will support teachers in implementation of the EnVision math program and helping students comprehend the demands of Common Core math standards.

2. SBAC testing for the year 2019-2020 did not take place due to COVID-19 shelter at home orders

3. SBAC testing for the year 2020-2021 did not take place due to COVID -19

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1456.2	1411.3	1458.5	1419.2	1450.6	1392.5	42	47
Grade 1	1460.7	1452.8	1455.9	1440.9	1465.0	1464.2	52	14
Grade 2	1446.7	1449.9	1452.4	1456.9	1440.4	1442.4	29	28
Grade 3	1491.4	1485.7	1495.0	1496.7	1487.3	1474.3	26	22
Grade 4	1489.2	1506.3	1484.6	1509.7	1493.5	1502.4	31	20
Grade 5	1522.7	1500.7	1520.0	1493.5	1525.0	1507.4	27	19
All Grades							207	150

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.76	4.26	*	38.30	*	44.68	*	12.77	42	47
1	51.92	0.00	26.92	57.14	*	21.43	*	21.43	52	14
2	*	0.00	*	39.29	*	39.29	*	21.43	29	28
3	*	0.00	*	40.91	*	54.55	*	4.55	26	22
4	*	10.00	41.94	50.00	35.48	30.00	*	10.00	31	20
5	48.15	15.79	*	21.05	*	42.11	*	21.05	27	19
All Grades	37.68	4.67	29.95	40.00	21.26	40.67	11.11	14.67	207	150

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	8.51	26.19	31.91	*	46.81	*	12.77	42	47
1	57.69	0.00	*	57.14	*	14.29	*	28.57	52	14
2	48.28	7.14	37.93	50.00	*	25.00	*	17.86	29	28
3	*	45.45	42.31	31.82	*	22.73	*	0.00	26	22
4	*	40.00	35.48	50.00	*	5.00	*	5.00	31	20
5	55.56	15.79	*	57.89	*	10.53	*	15.79	27	19
All Grades	47.83	18.00	28.50	43.33	13.53	26.00	10.14	12.67	207	150

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.76	6.38	*	40.43	26.19	38.30	*	14.89	42	47
1	42.31	14.29	21.15	35.71	21.15	28.57	*	21.43	52	14
2	*	0.00	*	32.14	*	32.14	*	35.71	29	28
3		0.00	*	4.55	*	72.73	42.31	22.73	26	22
4	*	0.00	*	25.00	54.84	50.00	*	25.00	31	20
5	*	0.00	59.26	15.79	*	47.37	*	36.84	27	19
All Grades	28.02	3.33	23.19	28.00	27.54	44.00	21.26	24.67	207	150

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.19	4.26	*	82.98	*	12.77	42	47
1	61.54	35.71	28.85	57.14	*	7.14	52	14
2	41.38	10.71	41.38	71.43	*	10.71	29	26
3	*	27.27	69.23	63.64	*	9.09	26	22
4	*	20.00	74.19	75.00	*	5.00	31	20
5	44.44	5.26	44.44	73.68	*	21.05	27	19
All Grades	47.34	14.00	42.51	73.33	10.14	11.33	207	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.76	14.89	35.71	65.96	*	19.15	42	47
1	51.92	7.14	30.77	57.14	*	28.57	52	13
2	58.62	14.29	*	60.71	*	17.86	29	26
3	46.15	50.00	46.15	50.00	*	0.00	26	22
4	41.94	65.00	38.71	30.00	*	5.00	31	20
5	81.48	57.89	*	31.58	*	10.53	27	19
All Grades	55.07	31.33	31.88	52.67	13.04	14.00	207	147

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	40.48	0.00	57.14	95.74	*	4.26	42	47
1	55.77	42.86	23.08	42.86	21.15	14.29	52	14
2	*	0.00	41.38	64.29	*	35.71	29	28
3	*	0.00	53.85	50.00	42.31	50.00	26	22
4	*	0.00	45.16	65.00	45.16	35.00	31	20
5	*	10.53	62.96	52.63	*	36.84	27	19
All Grades	30.43	5.33	44.93	68.67	24.64	26.00	207	150

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	64.29	36.17	*	38.30	*	25.53	42	47
1	25.00	7.14	59.62	71.43	*	14.29	52	13
2	*	7.14	48.28	57.14	*	21.43	29	24
3	*	0.00	65.38	81.82	*	18.18	26	22
4	*	0.00	51.61	85.00	*	10.00	31	19
5	*	10.53	62.96	63.16	*	21.05	27	18
All Grades	29.95	14.67	49.28	60.67	20.77	20.00	207	143

Conclusions based on this data:

1. Students and teachers continue to work hard towards acquisition of English Language.

2. The main struggle areas for students are in the reading and writing domains.

3. 1st grade saw the most significant drop in the EL numbers from 17-18 to 18-19 school year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
409	**78.7**	**36.2**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	36.2
Foster Youth	3	0.7
Homeless	3	0.7
Socioeconomically Disadvantaged	322	78.7
Students with Disabilities	59	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.2
American Indian	1	0.2
Asian	39	9.5
Filipino	40	9.8
Hispanic	304	74.3
Two or More Races	6	1.5
White	10	2.4

Conclusions based on this data:

1. Russo/McEntee is a diverse school with 74.2% Hispanic and 8.1% Asian students. The student body also consists of African American,American Indian,Filipino,and white students.

2. 77.1% of the students enrolled at Russo/McEntee come from socio economically disadvantaged families.

3. 39.9% of our students are English Language Learners.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We continue to make progress in ELA and Math on the state assessments and local assessments

2. We have improved student attendance however, we feel that we can always do better for students who are chronically absent

3. Our students are generally well behaved and we have a low suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts
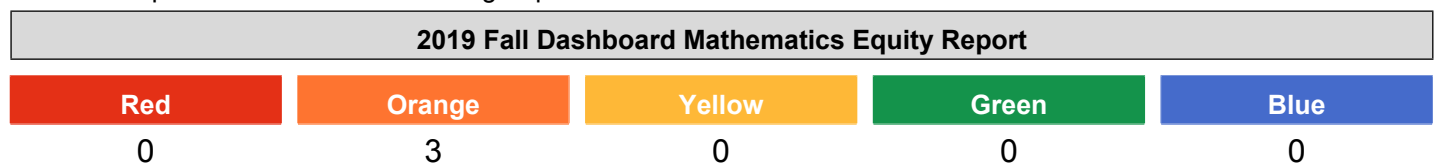
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

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

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
32.8 points below standard	59.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.7 points	Declined Significantly -20.8 points	
213	118	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	42 points below standard	107.9 points below standard
	Declined -9.7 points	Increased ++12.2 points
	168	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	24.2 points above standard	7.5 points above standard
5		Declined Significantly -32.7 points	Increased Significantly ++32.1 points
		17	27

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
48.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.8 points	5		3
156			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.3 points below standard	7.6 points below standard	13.5 points below standard
Declined -8.8 points	Declined Significantly -22.6 points	Declined -5.9 points
56	62	71

Conclusions based on this data:

1. No SBAC assessment took place in the 2019 due to Covid-19 shelter at home orders

2. The students are in great need of intensive instruction and intervention

3. Consistent implementation of small group instruction with differentiation based on the students and implementation of standards based instruction in ELA and ELD is required to make further progress towards these indicators.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
41.4 points below standard	59.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.7 points	Declined Significantly -16.8 points	
213	118	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	No Performance Color
	49.3 points below standard	94.5 points below standard
	Declined -13.3 points	Increased Significantly ++15.8 points
	168	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		34 points above standard	15.3 points below standard
5		Declined Significantly -17.7 points	Declined -3.5 points
		17	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
55 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Declined -9.6 points	5		3
156			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.6 points below standard	21.4 points below standard	29.4 points below standard
Declined -8 points	Declined Significantly -18.1 points	Declined -11 points
56	62	71

Conclusions based on this data:

1. Students are making progress but continue to be below standard

2. SBAC testing did not take place in 2019 due to COVID-19 shelter at home orders

3. Small group differentiation and teaching with rigor needs to be done to meet the needs of all students

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.8 making progress towards English language proficiency
Number of EL Students: 98
Performance Level: Low
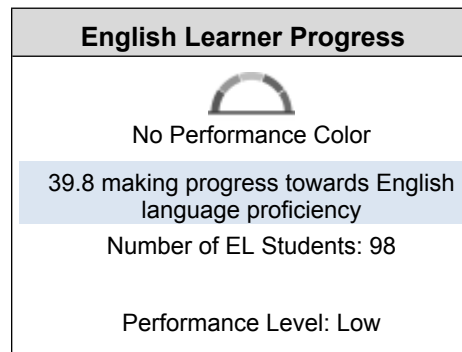
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4	37.7	1.0	38.7

Conclusions based on this data:

1. ELPAC testing was not completed due to COVID-19 shelter at home orders

2. ELD standards need to be taught diligently

3. We need to set a goal for the students to pass ELPAC at or before 3rd grade

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

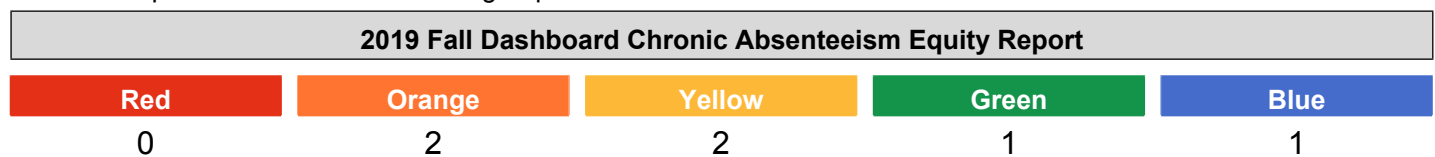**1.**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
9.2	7.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Maintained +0.3	2
476	198	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	10.5	3.9
3	Increased +0.8	Maintained +0.1
	372	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	Blue
15.4	Less than 11 Students - Data Not Displayed for Privacy	7.9	0
13	1	Increased +7.9	Declined -4.1
		38	51

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
9.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	10	1	9
353			

Conclusions based on this data:

1. Chronic Absenteeism has improved

2. Students with disability and Economically Disadvantaged students maintained attendance levels

3. We need to continue to monitor the data and provide incentives to students for coming to school everyday.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
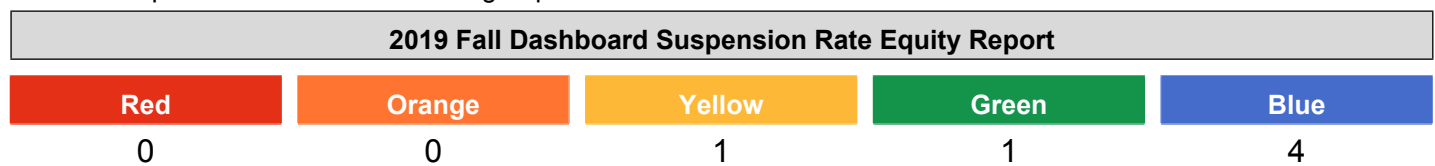
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.8	0.5	Less than 11 Students - Data Not Displayed for Privacy
		5
Maintained -0.2	Declined -0.3	
496	207	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1	1.9
5		
	Declined -0.3	Maintained 0
	390	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
20	Less than 11 Students - Data Not Displayed for Privacy 1	0	0
Increased +10.9		Maintained 0	Maintained 0
15		38	51

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
0.3	Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 9
Declined -0.9			
371			

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.8

Conclusions based on this data:

1. Suspension rate continue to be low and has declined from the previous year

2. The students generally have good behavior

3. The school has implemented strict guidelines for behavior and PBIS plans to address student behavior.

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

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Identified Need

Russo/McEntee students need continued emphasis, instruction, and practice in improving reading and math fluency. The students need small group instruction and differentiation to learn the skills and perform at grade level. The data is indicative that the students are struggling in the problem-solving domain in math. They need to learn how to read a math problem, understand what is being asked, and how to accurately solve the problem. They need to be taught through close reading, the use of manipulatives, and the use of strategies to solve math problems. Additionally, the data also indicate that the students are struggling in the listening and writing domain in ELA. Students need to read and write from two different sources and write a response citing information from the source.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Level Screener	Mid Year Assessment Data : Challenge: 24.24% Benchmark: 8.75%. Strategic: 16.58% Intensive: 50.51%	Decrease in 10% of the students performing in the strategic and Intensive levels in the Benchmark Level Screener assessment
Fastbridge Math Assessment	Mid Year Diagnostic Data Low risk and on track: 40% Some risk 33% High Risk : 27%	Focus on students performing 1 grade level below by providing additional supports during the class will lead to more students performing at grade level.Work on developing fact fluency and automaticity.
Fastbridge Reading Assessment	: Mid Year Diagnostic Data Low risk and on track: 40% Some risk 28% High Risk : 32%	Focus on small group and Guided reading to develop reading strategies and he comprehension abilities

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 will be served

Strategy/Activity

Teachers will create scope and sequence for how to effectively implement CCSS standards through the district-adopted core curriculum and supplemental materials The scope & sequence will specify how and at what intervals students will be assessed. Teachers will use the Benchmark Advance curriculum and supplemental curriculum to support the needs of all students

- School personnel will engage in the district and other professional development opportunities designed to facilitate the implementation of a balanced curriculum of the Common Core.

- Teachers will implement instructional norms that align to the CCSS and adjust the learning environment to support the Language Arts instruction required by the CCSS through the use of supplemental resources (materials and supplies, copier costs, informational texts, performance-based projects, and activities, etc.)

- Teachers will teach and assess students on grade-level standards. The school and grade level have identified grade level power standards that they will focus on during the school year.

- School staff will meet in grade-level Professional Learning Communities (PLCs) to utilize Benchmark curriculum and instructional strategies to fully implement the CCSS.

- Teachers will plan and use technology to enhance the student experience and learning during small group and whole group instruction

Teachers will engage in Guided Reading Professional at the school site

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)
8,000	Title I 1000-1999: Certificated Personnel Salaries Extended Duty
4,000	Title I 1000-1999: Certificated Personnel Salaries Teacher additional time and sub release
22,000	Title I

	4000-4999: Books And Supplies Purchasing of technology, and materials
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Guided Reading PD for teachers
2,461.15	Title I 3000-3999: Benefits Benefits- Certificated
3769.69	Title I 5000-5999: Services And Other Operating Expenditures Preventative Equipment Maintenance
5,009	Title I 5000-5999: Services And Other Operating Expenditures Rental cost for copy machines
5008.94	Title I 5000-5999: Services And Other Operating Expenditures Equipment maintenance cost
350	Title I 5000-5999: Services And Other Operating Expenditures Overages for the copy machine

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

All students will be served

Strategy/Activity

2. Use data to inform Language Arts instruction (level screener, AR, diagnostic, Benchmark, LA unit assessments, and performance assessments)

- Use grade level meeting time to meet in grade-level groups to analyze Language Arts assessment data and share best practices.

- Teachers will provide small group instruction for re-teaching concepts and provide interventions as needed.
- Teachers will integrate guided reading strategies to support students in small groups
- Teachers will focus on reading behaviors with an emphasis on vocabulary and comprehension development during teacher-led small groups

- Initiate intervention/enrichment activities to provide Language Arts instruction for students identified with specific needs.

- The ILT team will meet throughout the school year to cover Common Core State Standards and review best practices with continued implementation of targeted interventions and focused instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See entry for Strategy/ Activity 1

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

School staff will provide the opportunity for students to participate in extracurricular activities to apply reading, math, and science skills learned in class.

- Students will have the opportunity to participate in academic field trips

- Students will have the opportunity to participate in the annual Science Fair

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)
	ASB fund source and donations
10,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip - Fees and Admission

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

1. Technology will be utilized as an instructional strategy, Seesaw, Google Classroom, and Nearpod, to help students access the core curriculum in preparation for the Smarter Balance Assessment System. Technology will also serve as a resource to aid in student presentations to demonstrate learning.

- All students will participate in technology-based lessons provided by classroom teachers. Students will improve their keyboarding skills and word processing skills. In addition, students will also learn or improve their presentation and research skills.

- During grade level, ILT and PLC meetings teacher will reflect on the effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum

- Students will be able to access the curriculum through the use of computers, laptops, LCD projectors, iPads, and Promethean Boards.

- Provide K-5 teachers and students with access to engaging rich media across all curriculum areas designed to support multiple learning modalities with content that is easy to integrate, aligned to Common Core State Standards.
(Resources: Discovery Education, Brain Pop, Accelerated Reader, Typing Agent, Raz Kids, Nearpod, and Hapara

- Continue to provide students with appropriate technology to promote further development of standards-based literacy skills. As needed, replace key components of classroom technology to utilize rich interactive resources to prepare for the Smarter Balanced Assessment System administered in Spring.
(ex. of technology hardware: Chromebooks, LCD projector bulbs, LCD projectors, pens, 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)
	None Specified None Specified See entry for Strategy 1
	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

2. According to computer based assessment teachers will identify level of reading skills of each student and target individual literacy needs with the help of classroom technology and on-line resources.

- Continue providing training for instructional staff and monitoring on administering Accelerated Reading assessment as well as setting individual student's goals to improve reading levels throughout the school year.

- Provide staff (K-5 teachers) and students with the access to Accelerated Reader resources to monitor students' progress toward CCSS expectations, to personalize and guide independent reading practice, to develop lifelong readers and learners, to tap into unlimited access to all quizzes and enjoy online support, and increase parental support with web-based, school-to-home communications.

(resource: Software-Accelerated Reader will be implemented to improve reading comprehension)

- Provide additional resources for teachers and students to promote the on-going practice to help students improve their reading skills as they listen to a book read for modeled fluency and take interactive quizzes available at the end of each book to check for understanding.
(resource: Software-Raz Kids and Starfall

.- Provide teachers in 4th and 5th grade with software license to monitor student activity when the students are using technology through Hapara.

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)
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures Licences for teachers and students to supplement the core curriculum
	None Specified None Specified See expenses for Strategy 1
	None Specified None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

School staff will continue aligning K-5 Curriculum and assessment in math with the requirements of the CCSS and identifying and developing transitional resources for the implementation of the CCSS.

- School personnel will engage in the district and other professional development opportunities designed to facilitate the implementation of a balanced curriculum of the Common Core.

- Teachers will implement instructional norms that align to the CCSS and adjust the learning environment to support the instruction required by the CCSS through the use of additional resources like technology integration

- School staff will meet in Professional Learning Communities (PLCs) to strategize in identifying and developing teaching approaches for the implementation of the math CCSS.

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)
	see entries in Strategy 1 and 7

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served

Strategy/Activity

- Use grade level meeting time to meet in grade level groups to analyze math assessment data and share best practices.

- Teachers will provide small group instruction for re-teaching math concepts and provide interventions as needed.

- Initiate intervention/enrichment activities to provide math instruction for students identified with specific needs.

- The ILT team will meet throughout the school year to cover Common Core State Standards and review best practices with continued implementation of targeted interventions and focused instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See strategy 1 and 6

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall strategy was to ensure a rigorous, challenging, and innovative program that includes a focus on technology. We ensured that teachers had materials they needed to teach with rigor and to challenge our students. Teachers uses various online platforms to engage students during virtual learning. Students also attended virtual field trips with their teachers. .

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies and activities to meet the goals of the plan. However, due to Covid 19 we were not able to meet our goals as effectively as we would have if the students had been at school. The students did face many social ,emotional, and academic challenges during the school 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.

At this time, we do not anticipate any changes to the plan. Our goals are to provide an innovative program to the students that challenges and prepares them for 21st century skills. Any changes to the plan will be made with the approval of the School Site Council.This plan will be changed based on the recommendations for student and staff safety due to Covid 19.

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

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

English Learners will have the required skills to reach grade level standards/proficiency.

Identified Need

To have our EL students be redesignated by fourth grade and for teachers to provide designated ELD instruction each day.

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)

All English Language Learners

Strategy/Activity

1. School staff will continue aligning K-5 ELD curriculum and assessment with the requirements of the CCSS and identifying and developing transitional ELD resources for the implementation of the CCSS.

- School personnel will engage in district ELD professional development opportunities designed to facilitate the implementation of balanced curriculum of the Common Core for English Language learners.

- Teachers will implement instructional norms that aligned to the CCSS and adjust the learning environment to support ELD instruction required by the CCSS

- Flexible small group instruction within classrooms and/or grade levels will allow for a focus on targeted student growth based on achievement and mastery of CCSS standards.

- Teachers will incorporate the major shifts of the CCSS in ELD instruction and begin to integrate them into the instructional program for all content areas through the development of academic English language and content CCSS instruction for ELL student.

- To foster development of critical thinking, collaboration, creativity, and communication skills, English language learners will have access to weekly hands on science experimentations incorporating the Scientific Method and Engineering Design methodologies. Full implementation of Next Generation Science Standards with an emphasis on Engineering Design in 3rd – 5th 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)
	See expenses in Goal 1
3,200	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies to assist EL students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

2. School staff will use ELPAC results as well as diagnostic, benchmark, unit assessments, and performance assessment data to inform instruction.

- During grade level meetings teachers will analyze ELPAC and other assessment data to inform ELD instruction and share best practices.

- School staff will meet in grade-level Professional Learning Communities (PLCs) to strategize in identifying and developing transitional resources for ELL students for the implementation of the CCSS

- Provision of Imagine Learning Licences for New Commers to assist them with acquiring skills in English (District Issued Licences)

- Based on assessment available, staff will initiate appropriate intervention/enrichment activities for ELL students

- School staff will provide in-class small group instruction. Some teachers may provide before or after school intervention classes for ELL students and students below proficient based on assessments.

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)
	See expenses in Goal 1

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

English Learners in TK-2 grade will use programs on I pads as a tool in assisting them in their learning.

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)
	See Goal 1

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

ELPAC testing and monitoring of the EL students
Principal will coordinate ELPAC testing and monitor EL students' growth
EL Liaison will provide EL information to the teachers from the EL liasion meetings

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)
	Funding from the district

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Use the EL standard Bookmark provided
Use the ELD matrix to guide and provide targeted instruction
Incorporate structured oral language practices
Use sentence frames and stems while working with the students
Provide students with multiple opportunities to for written/ oral presentations

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)
	See Goal 1

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

School Site Council will have participation from English Language Advisory Committee
Offer training and support to the parents of English Learners during monthly Principal's coffee

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our overall strategy was to provide materials and programs so teachers have the curriculum to instruct our EL students. The teachers provide designated and integrated ELD lessons everyday. Title 3 funding was also used to provide EL students with reading intervention in 3rd and 4th grade. Title 3 funds are also used to purchase technology as well as licences to support the needs of English Language Learners.

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

There were no major differences between the intended implementation of our plan to meet our goals.The teachers used the Benchmark Curriculum as well as supplemental licences and curriculum to meet the needs of the students.

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.

During the upcoming school year we will continue to focus on delivering targeted instruction for our EL students with the emphasis on infusing technology and differentiating based on student needs Any changes to the plan were made with the approval of School Site Council

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

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Identified Need

The need is to have a program that encourages parent participation and recognizes the social emotional needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, student, and staff panorama surveys	Student Survey Knowledge and Fairness of Discipline, Rules and Norms: 85% favorable Climate of Support for Academic Learning: 79% favorable Sense of Belonging (School Connectedness): 76% favorable Safety: 63% favorable Parent Survey Sense of Belonging (School Connectedness): 78% favorable Climate of Support for Academic Learning: 85% favorable Knowledge and Fairness of Discipline, Rules and Norms: 95% favorable Safety: 78% favorable Staff Survey Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable	80% or above positive response to all questions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Climate of Support for Academic Learning: 99% favorable Safety: 90% favorable Sense of Belonging (School Connectedness): 90% favorable	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

.Little Heroes Program will be implemented with a full-time on-site Coach.

The coach will work with staff and students for safety and social development

The coach will integrate physical movement into academics

The coach will develop/supervise ongoing activities for safe recesses

The coach will implement a recess leader (peer-coaching) program for students to self-monitor and help their peers solve problems.

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)
15,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach
12,500	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Coach

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

All students

Strategy/Activity

2. A school-Wide Positive Discipline program will be implemented that encourages positive interaction between students and adults.

- Appropriate social skills and character development will be promoted through the PBIS Program and strategies

- Use staff meeting time to discuss the implementation of PBIS strategies and share best practices.

- School-wide incentive program (Husky Bucks) will reward good choices and appropriate behavior.

- Bi-monthly Husky Buck Store to reward student behavior

- Husky Shout out! to promote positive behavior

- Perfect attendance incentives will be implemented to reward students with perfect attendance

- School-wide Husky Huddle to promote a sense of community
- Morning Announcements

- Development and implementation of the Student Council

- Leadership Development in students through Little Heroes junior coaching.

School-wide implementation of social and emotional learning curriculum through Morning Meetings using the CASEL framework and Kimochi programs.

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)
	Husky Buck Store incentives and certificates for the students See Goal 1 for expenses

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. School safety concerns will be addressed through school established discipline procedures

- School personnel will engage in the district and other safety professional development opportunities (ex. : Bloodborne pathogens training, etc.)

- School-wide staff training on disaster drills will be implemented in accordance with the Comprehensive School-Wide Safety Plan.

- All school personnel and students will participate in regular fire, earthquake, and disaster drills.

- Parents will prepare and organize disaster cards and food bags for disaster drills.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- School counseling intern and the school psychologist will meet with the students in need of support with behavioral and emotional issues.
- Professional development for teachers during staff meeting to address concerns of bullying and other difficult behaviors in the school
- Students in 4th and 5th Grade to work with Project Corner Stone in developing empathy and becoming role models for the younger students on campus.

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)
	Services provided by the district office

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Safety drills were done monthly and visitors on campus signed in the office. Students were referred for counseling and there was close communication with before and after-school programs. All students at the school participated in a Morning meeting led by the teacher to help with the social and emotional development. Community building also took place via monthly Husky Huddle and student recognition events. Little Heros coach were not contracted in 20-21 school year due to COVID 19. The primary teachers implemented the Kimochis program and the upper grade teachers used self created materials or the materials shared through District PD

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

There were no major differences between the intended implementation of the plan to meet our goals.

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.

At this point we will continue with implementation and strengthening of our PBIS program and our social and emotional learning program. We will continue to provide professional development and support to the students and teachers.

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

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Identified Need

Parent participation needs to increase at all school events and in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal	20 -30 parents attend the meeting every month	30-40 parents attending the meetings
School Events	30- 35% of the parents attend the events in the evening	40% parents participation
Parent Volunteers in the classrooms	0%-1%	5%

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)

Serve all students, teachers, and families

Strategy/Activity

1. Community Liaison

Community Liaison is available for interpretation and facilitation of parent/staff meetings.
Parent Café's held monthly to provide training to parents on a variety of topics
Liaison assists parents in Los Dichos and PTA to engage with students and the community in a positive manner.

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)
	Community Liaison district funded

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

Strategy/Activity

2. Efforts to increase parental engagement will be implemented

- Increase attendance at parent coffees compared to last year.
- Conduct PTA events to build community
- Utilize community liaison to increase participation at coffees and parent training

Morning coffee during winter months for all the parents dropping off their children
Have events at school that promote parents participation and literacy events

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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Expenditure for Parent Coffees
3,000	Title I 4000-4999: Books And Supplies Reading under the stars event
1481.22	Title I 4000-4999: Books And Supplies Family Literacy Night and Math Night

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Community liaisons are funded through the district funds and are instrumental in engaging the parents. We have a strong PTA presence at Russo/McEntee

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

No major differences were observed between the intended implementation and budgeted expenditure

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

No new changes will be made to 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.

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.

Amount(s)	Source(s)

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

Goal 6

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.

| Amount(s) | Source(s) |

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

Goal 7

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.

Amount(s)	Source(s)

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

Goal 8

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.

Amount(s)	Source(s)

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	$91,179.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$107,180.00

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	$91,080.00

Subtotal of additional federal funds included for this school: $91,080.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$16,100.00

Subtotal of state or local funds included for this school: $16,100.00

Total of federal, state, and/or local funds for this school: $107,180.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	88,930	-2,150.00
LCFF Supplemental/Concentration	16,100	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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tanu Kohli	Principal
Saul Delgado	Classroom Teacher
Shawn Rohan	Classroom Teacher
Ruth Gonzalez	Other School Staff
Sudha Kamath	Parent or Community Member
Irma Alcaraz	Parent or Community Member
Desiree Almeida	Parent or Community Member
Maria Munoz	Parent or Community Member
Daniel Hutson	Classroom Teacher
Maria Razo	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, Tanu Kohli on
SSC Chairperson, Irma Alcaraz 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019