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
Millard McCollam Elementary School	43-69369-6046254	May 6, 2021	June 10, 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
  Schoolwide Program

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

McCollam Elementary School plans to effectively meet ESSA requirements by aligning our site goals with district LCAP goals. We are focused on providing all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

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).

Survey results indicate that staff desires time to collaborate with their grade level regarding lesson planning and data analysis. Staff has a desire to learn from each other regarding instructional practice and a desire for professional development in the areas of mathematics, guided reading and addressing the needs of English Language Learners. On-going support is needed in the area of small group instruction. Training is also needed to further implement project based learning at the school. End of the year surveys administered to students indicate that approximately 81% of the student body (3rd - 5th grade) feels safe at school and that the school cares about them. Staff will work to raise these numbers by identifying actions to be implemented at the school to increase the number of students who feel safe, heard and cared for at McCollam. Based on survey results, parents who participated in our workshops felt that the workshops gave them information and strategies that they could use to better support their child's education. Consequently, we will look at implementing more parent workshops to support the learning of strategies and techniques to support their child academically and emotionally.

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

During Distance Learning classroom visits, teachers are becoming more proficient in the use of technology to support student academic needs, especially incorporating small group instruction during the instructional day, which allows them to differentiate instruction based on student need and provide intensive support for identified students. Academic language is used and encouraged during classroom instruction. Sentence stems are used to support language access and use among all students. Students working with partners and sharing their insights and learning is becoming more common during classroom instruction.

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)

McCollam Elementary School uses the following state and local assessments to modify instruction and improve student achievement:
- CAASPP Program
- ELPAC
- District Writing Assessments
- Benchmark Unit Assessments and Performance Tasks & Level Screener Data
- enVision Math Assessments
- Fastbridge Language Arts Benchmark Assessments
- Fastbridge Math Benchmark Assessments

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

McCollam uses a data-driven cycle of inquiry approach to school improvement that affects budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Easily accessible and simple to use, Illuminate allows teachers to access their students' performance data. This allows teachers the ability to compare class information to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. These data systems also allow the administrator to assess the effectiveness of curriculum and support intervention programs. In addition, assessment information from following: criterion-referenced test performance (SBAC, ELPAC, etc.); district assessments; and writing samples; suspension; referral; and attendance data; student work samples; authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance is used to measure whether all students are meeting grade level standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of McCollam's teachers are highly qualified.

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

All credentialed teachers will have access to Common Core State Standards training in language arts and mathematics. All teachers have access to this training and are encouraged to attend.

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

McCollam Elementary School has ensured the alignment of staff development to academic standards through the following practices:
- Teachers have participated in K-5 CCSS training which has a heavy emphasis on standards-based materials.
- Teachers have participated in Guided reading, small group instruction, math training and other professional development training to support professional needs.
- Newly credentialed teachers will participate in 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.
- Para educators will participate in district-sponsored reading workshops to develop their understanding and practices of effective reading fluency and comprehension strategies.
- Teachers have participated in on-line professional development to facilitate the implementation of Distance Learning.
- Teachers, the District, and the school principal will use the Benchmark Unit Assessments, and enVision Math Assessments to determine staff development needs.

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

All teachers at McCollam have access to District resources. The District models lessons for teachers to ensure full implementation of the District adopted language arts program. They also observe lessons and provide feedback and guidance to teachers.

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

Teachers collaborate regularly. Time is set aside weekly for grade level collaboration meetings. These meetings could be grade level specific or cross grade level. In addition to the Tuesday meetings, all teachers are released from their teaching duties three times a year. These meetings are data driven and focus on struggling students and curriculum. Teachers have also learned to collaborate virtually utilizing an on-line platform.

Teaching and Learning

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

McCollam Elementary School has aligned curriculum instruction and materials to content and performance standards through the following practices:
- Teachers will have access to Common Core State Standards training in language arts and mathematics.
- Teacher recruitment, hiring, and evaluation will focus on meeting state standards criteria.
- Kindergarten has a minimum of 90 minutes of Language Arts and 60 minutes of Math standards-based instruction plus 30 minutes of ELD.
- Grades 1–3 have a minimum of 2.5 hours of Language Arts and 60 minutes of Math standards-based instruction plus 50 minutes of ELD.
- Grades 4 –5 have a minimum of 2 hours of Language Arts and 75 minutes of Math standards-based instruction plus 50 minutes of ELD.
- All textbooks and supplemental materials align with the standards.

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

Kindergarten students receive 200 minutes of instruction every day. Students in grades 1st – 3rd receive 305 minutes of instruction four days a week and 230 minutes of instruction one day a week, and students in grades 4th- 5th receive 325 minutes of instruction four days a week and 250 minutes of instruction one day a week because the District has adopted a 4/1 schedule. Instructional minutes in reading and mathematics are strictly adhered to as evidenced in the lesson plans and posted class schedules. The District pacing guides in both these content areas also ensures that instructional minutes are being met.

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

Each year the District provides pacing guides for language arts and mathematics. Accurate pacing is monitored by the school principal and staff. Each program has a set component for differentiating instruction for students who need intervention.

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

McCollam Elementary School ensures the availability of standards-based instructional material for all students through the following practices:
- The school has academic materials from the state-adopted list (K–8) that is aligned with the academic content standards.
- Teachers regularly examine student work samples at grade-level meetings to ensure that students are mastering grade-level standards.
- Teacher lesson plans make explicit reference to the standards being taught.
- Parents are given abbreviated versions of their children's grade-level standards and expectations each year.
- The District at the site works with all teachers to ensure full implementation of standards-aligned curricular programs.
- Consumables are provided to implement standards-based instructional programs.
- Staff development is provided in effective research-based practices.
- Staff development is provided in the use of standards-aligned materials.
- Standards-based assessments are being utilized at the school site.
- Student work samples are used to assess mastery of the academic content standards.

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

McCollam School uses materials which are State Board of Education-adopted and which have standards-aligned instructional materials, including intervention materials. The district Curriculum and Instruction department, through a committee process, conducts the review, selection, and purchase of textbooks for our students from the state approved list. McCollam teachers may participate in that process.

- The Benchmark Advance Reading Program provides the basis for the McCollam reading program.
- Our SBE mathematics program is Scott Foresman enVision Math. Math kits and hands-on manipulatives for problem-solving are abundant and integrated into the program. enVision Math is used at
all grade levels to support Common Core standards implementation.
- The district-adopted science program is Scott Forseman-California Science. Students participate in experiments and use hands-on materials to learn grade-level science standards through the
program.
- The history/social science program is implemented with textbooks, literature, and reference books, giving special attention to our diverse student population. The history/social science program is
centered on the Scott Forseman History-Social Science for California textbook series.

Opportunity and Equal Educational Access

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

McCollam Elementary School provides the following regular services to enable under-performing students to meet standards.
- Before/after school intervention classes will be offered to at-risk students scoring below proficiency levels in Language Arts and mathematics.
- Training for teachers in differentiated instruction practices in the areas of reading and math.
- Staff members will serve as a resource to fellow classroom teachers to provide best practices and teaching strategies that best meet the needs of students scoring below the 40th percentile.
- Teachers will attend curriculum workshops provided by the District Office.
- Google Chromebooks laptops are used in grades 2 – 5.
- iPads are used in grades K-1st.

Evidence-based educational practices to raise student achievement

McCollam School uses a wide variety of research-based educational practices to raise student achievement.
- Teachers make their lesson objectives clear by stating them and writing them on the board.
- Teachers monitor progress and provide positive corrective feedback.
- Teachers use non-linguistic representation such as graphic organizers and generating mental pictures.
- Teachers use focused practice such as homework.
- Teachers regularly have students identify similarities and differences.
- Teacher collaboration of student data is used regularly and systematically to improve instruction.
- Teachers regularly differentiate instruction to meet students' needs.
- Teachers collaborate with principal during scheduled one-on-one meetings to monitor student progress and achievement

Parental Engagement

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

McCollam Elementary School uses the following resources to assist low performing students:
- An SST to address the academic and behavioral needs of students.
- Parent trainings are provided to better help parents support their child's academic progress.
- Before/after school, intervention classes will be offered to at-risk students scoring below the 50th percentile in Language Arts and math.
- Think Together After School Program assists students 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)

McCollam School has a strong School Site Council comprised of the principal, parents, and teachers. The School Site Council along with the school's leadership team regular review the implementation of the School Plan and the consolidated application programs

Funding

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

McCollam Elementary School provides the following categorical funded services to enable under-performing students meet standards.

- Title I and general funds are used to fund extended teacher collaboration time with a focus on supporting low-achieving students by improving program implementation and improving teaching.
- Classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program).
- Title I and general funds are used to fund family involvement activities.
- Title I and general funds are used to fund Accelerated Reader.
- Title I and general funds are used to fund LPAC testing.
- Title I and general funds and LCAP funds are used to purchase supplementary materials to support core Language arts and Math programs.

Fiscal support (EPC)

McCollam School relies on several funding sources: categorical, unrestricted, and donations. Categorical funding comes from Title I, General Fund and LCAP. Unrestricted funding comes from general education and lottery. Donations come from funds raised through the PTA, local business, and parents.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents, staff and community members in the planning process for the SPSA/Annual review and update. Plan reviewed at staff meetings, and SSC, ELAC and PTO meetings.

Resource Inequities

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

Student data results indicate that there is a discrepancy regarding academic achievement rates for our ELL and SPED students in comparison to our general population of students. Consequently, specific budgetary allocation of funds are needed to purchase additional materials and resources to better support academic achievement of English learners and students with disabilities in the hopes of narrowing this achievement gap.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.6%	0.95%	1.0%	3	5	5
African American	1.2%	1.71%	2.5%	6	9	12
Asian	31.27%	32.19%	29.5%	157	169	142
Filipino	7.57%	8.38%	10.8%	38	44	52
Hispanic/Latino	48.61%	46.48%	47.0%	244	244	226
Pacific Islander	0.4%	0.38%	%	2	2	
White	6.97%	5.52%	4.8%	35	29	23
Multiple/No Response	%	0%	4.4%		23	21
			Total Enrollment	502	525	481

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	114	115	84
Grade 1	86	83	80
Grade 2	92	86	73
Grade3	68	98	86
Grade 4	77	70	93
Grade 5	65	73	65
Total Enrollment	502	525	481

Conclusions based on this data:

1. Comparing the 2018-2019 school year with the 2019-2020 school year, our Asian population increased by 12 students (157 to 169); our Filipino population increased by six students (38 to 44); our Hispanic student population stayed the same (244 to 244); our American Indian population increased by two students (3 to 5); our, African-American population increased by three (6 to 9) and, our Pacific Islander population stayed the same (2 to 2).

2. Only student group to decrease in enrollment is our White population by six students (35 to 29).

3. Overall student enrollment increased from the 2018-2019 school year to the 2019-2020 school year from 502 students to 525 (23 students).   Substantial growth in third grade students from 2018-2019 to 2019-2020 as number of students increased by 30 (68 to 98).

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	171	141	137	34.1%	26.9%	28.5%
Fluent English Proficient (FEP)	87	127	98	17.3%	24.2%	20.4%
Reclassified Fluent English Proficient (RFEP)	19	63	1	11.9%	36.8%	0.7%

Conclusions based on this data:

1. The percentage of English Learners has decreased from 2017 to 2020 from 32.3% to 26.9% with the corresponding numbers decreasing from 159 to 141.

2. The percentage of Fluent English Proficient increased from 2017 to 2020 from 19.9% to 24.2% with the corresponding numbers increasing from 98 to 127.

3. The percentage of Reclassified Fluent English Proficient increased from 2017 to 2020 from 33.5% to 36.8% with the corresponding numbers increasing from 52 to 63.

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	57	69	73	55	68	71	55	68	71	96.5	98.6	97.3
Grade 4	88	67	74	87	67	71	87	67	71	98.9	100	95.9
Grade 5	50	92	64	48	91	64	48	91	64	96	98.9	100
All Grades	195	228	211	190	226	206	190	226	206	97.4	99.1	97.6

* 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	2442.	2416.	2432.	30.91	22.06	26.76	20.00	25.00	28.17	34.55	25.00	21.13	14.55	27.94	23.94
Grade 4	2465.	2478.	2471.	31.03	26.87	32.39	25.29	32.84	22.54	10.34	16.42	15.49	33.33	23.88	29.58
Grade 5	2515.	2512.	2539.	18.75	25.27	40.63	41.67	34.07	25.00	22.92	18.68	20.31	16.67	21.98	14.06
All Grades	N/A	N/A	N/A	27.89	24.78	33.01	27.89	30.97	25.24	20.53	19.91	18.93	23.68	24.34	22.82

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	16.36	23.53	30.99	63.64	42.65	46.48	20.00	33.82	22.54
Grade 4	29.89	25.37	28.17	36.78	55.22	46.48	33.33	19.40	25.35
Grade 5	18.75	25.27	40.63	54.17	53.85	43.75	27.08	20.88	15.63
All Grades	23.16	24.78	33.01	48.95	50.88	45.63	27.89	24.34	21.36

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	27.27	25.00	19.72	49.09	41.18	54.93	23.64	33.82	25.35
Grade 4	26.44	23.88	32.39	45.98	44.78	43.66	27.59	31.34	23.94
Grade 5	31.25	36.26	37.50	50.00	39.56	45.31	18.75	24.18	17.19
All Grades	27.89	29.20	29.61	47.89	41.59	48.06	24.21	29.20	22.33

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	23.64	17.65	22.54	63.64	61.76	63.38	12.73	20.59	14.08
Grade 4	17.24	26.87	21.13	57.47	58.21	60.56	25.29	14.93	18.31
Grade 5	6.25	18.68	28.13	83.33	61.54	59.38	10.42	19.78	12.50
All Grades	16.32	20.80	23.79	65.79	60.62	61.17	17.89	18.58	15.05

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	34.55	25.00	14.08	47.27	50.00	59.15	18.18	25.00	26.76
Grade 4	33.33	34.33	23.94	43.68	46.27	46.48	22.99	19.40	29.58
Grade 5	43.75	36.26	50.00	47.92	47.25	32.81	8.33	16.48	17.19
All Grades	36.32	32.30	28.64	45.79	47.79	46.60	17.89	19.91	24.76

Conclusions based on this data:

1. School-wide achievement in language arts for students meeting and/or exceeding standards on the CAASPP assessment for the 2018-2019 school year is as follows: All students at 58% for the 2018-2019 school year as compared to 56% for the 2016-2017 school year.

2. In the area of reading 79% of students were near/met or exceeded standards on the CAASPP for 2018-2019 as compared to 72% for the 2016-2017 school year. In the area of writing 75% of students in the 2018/2019 school year were at near/met or exceeded standards on the CAASPP as compared to 76% for the 2016-2017 school year.

3. In the area of listening 85% of students were near/met or exceeded standards on the CAASPP for 2018-2019 as compared to 82% for the 2016-2017 school year. In the area of research/inquiry 76% of students were near/met or exceeded standards on the CAASPP for 2018-2019 as compared to 82% for the 2016-2017 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	57	68	74	57	66	73	57	66	73	100	97.1	98.6
Grade 4	88	67	74	88	66	72	88	66	72	100	98.5	97.3
Grade 5	50	92	64	48	91	64	48	91	64	96	98.9	100
All Grades	195	227	212	193	223	209	193	223	209	99	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2463.	2413.	2438.	29.82	15.15	23.29	29.82	25.76	28.77	26.32	22.73	23.29	14.04	36.36	24.66
Grade 4	2484.	2494.	2472.	25.00	27.27	19.44	32.95	28.79	26.39	21.59	28.79	30.56	20.45	15.15	23.61
Grade 5	2506.	2518.	2526.	16.67	34.07	32.81	18.75	15.38	21.88	39.58	25.27	21.88	25.00	25.27	23.44
All Grades	N/A	N/A	N/A	24.35	26.46	24.88	28.50	22.42	25.84	27.46	25.56	25.36	19.69	25.56	23.92

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	42.11	30.30	39.73	36.84	22.73	26.03	21.05	46.97	34.25
Grade 4	42.05	42.42	31.94	31.82	27.27	34.72	26.14	30.30	33.33
Grade 5	16.67	38.46	39.06	56.25	28.57	28.13	27.08	32.97	32.81
All Grades	35.75	37.22	36.84	39.38	26.46	29.67	24.87	36.32	33.49

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	35.09	18.18	31.51	45.61	53.03	45.21	19.30	28.79	23.29
Grade 4	23.86	30.30	23.61	50.00	45.45	41.67	26.14	24.24	34.72
Grade 5	14.58	28.57	31.25	47.92	45.05	40.63	37.50	26.37	28.13
All Grades	24.87	26.01	28.71	48.19	47.53	42.58	26.94	26.46	28.71

	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	43.86	21.21	30.14	38.60	50.00	45.21	17.54	28.79	24.66
Grade 4	30.68	34.85	25.00	45.45	40.91	47.22	23.86	24.24	27.78
Grade 5	18.75	29.67	31.25	45.83	45.05	48.44	35.42	25.27	20.31
All Grades	31.61	28.70	28.71	43.52	45.29	46.89	24.87	26.01	24.40

Conclusions based on this data:

1. School-wide achievement in mathematics for students meeting and/or exceeding standards on the CAASPP assessment for the 2018-2019 school year is as follows: All students at 51% for the 2018-2019 school year as compared to the 2016-2017 school year with all students at 53%.

2. In the area of concepts/procedures 67% of students were near/met or exceeded standards on the CAASPP for 2018-2019 as compared to 75% for the 2016-2017 school year. In the area of problem solving & modeling/data analysis 72% of students were near/met or exceeded standards on the CAASPP for 2018-2019 as compared to 73% for the 2016-2017 school year.

3. In the area of communicating reasoning 76% of students were near/met or exceeded standards on the CAASPP for 2018 - 2019 squalling the 76% achievement rate for the 2016-2017 school year.

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	1452.5	1427.4	1458.8	1440.8	1437.6	1396.2	60	63
Grade 1	1492.6	1452.6	1480.8	1469.6	1503.9	1435.0	36	18
Grade 2	1530.0	1507.9	1513.4	1503.1	1546.1	1512.2	14	28
Grade 3	1452.7	*	1446.3	*	1458.7	*	17	9
Grade 4	1503.8	1490.1	1494.5	1486.2	1512.8	1493.5	17	19
Grade 5	1480.7	*	1463.9	*	1497.2	*	23	9
All Grades							167	146

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	43.33	11.11	28.33	41.27	20.00	34.92	*	12.70	60	63
1	69.44	16.67	*	33.33	*	22.22	*	27.78	36	18
2	*	32.14	*	32.14		32.14	*	3.57	14	28
3		*	*	*	*	*	*	*	17	*
4	*	15.79	*	36.84	*	15.79	*	31.58	17	19
5	*	*	*	*	*	*	*	*	23	*
All Grades	41.32	15.75	27.54	38.36	14.97	28.08	16.17	17.81	167	146

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	45.00	22.22	31.67	38.10	18.33	26.98	*	12.70	60	63
1	72.22	33.33	*	27.78	*	33.33	*	5.56	36	18
2	*	35.71	*	53.57		7.14	*	3.57	14	28
3	*	*	*	*	*	*	*	*	17	*
4	*	36.84	*	31.58	*	0.00	*	31.58	17	19
5	*	*	*	*	*	*	*	*	23	*
All Grades	47.90	27.40	26.95	39.73	13.17	18.49	11.98	14.38	167	146

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	31.67	7.94	*	30.16	40.00	47.62	*	14.29	60	63
1	66.67	5.56	*	38.89	*	16.67	*	38.89	36	18
2	*	25.00	*	28.57	*	25.00	*	21.43	14	28
3		*	*	*	*	*	*	*	17	*
4	*	10.53	*	15.79	*	26.32	*	47.37	17	19
5	*	*	*	*	*	*	*	*	23	*
All Grades	33.53	10.96	17.96	26.71	26.35	36.30	22.16	26.03	167	146

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	61.67	23.81	33.33	69.84	*	6.35	60	63
1	80.56	55.56	*	38.89	*	5.56	36	18
2	*	35.71	*	57.14		7.14	14	28
3	*	*	*	*	*	*	17	*
4	*	21.05	*	47.37	*	31.58	17	19
5	*	*	*	*	*	*	23	*
All Grades	55.69	28.77	29.94	58.90	14.37	12.33	167	146

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	45.00	26.98	45.00	53.97	*	19.05	60	63
1	63.89	22.22	30.56	66.67	*	11.11	36	18
2	78.57	46.43	*	50.00	*	3.57	14	28
3	*	*	*	*	*	*	17	*
4	*	63.16	*	10.53	*	26.32	17	19
5	*	*	*	*	*	*	23	*
All Grades	48.50	37.67	35.93	44.52	15.57	17.81	167	146

	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	33.33	1.59	56.67	85.71	*	12.70	60	63
1	66.67	27.78	*	22.22	*	50.00	36	18
2	*	14.29	*	60.71	*	25.00	14	28
3		*	*	*	82.35	*	17	*
4	*	10.53	*	47.37	*	42.11	17	19
5	*	*	47.83	*	*	*	23	*
All Grades	34.73	10.27	40.72	63.70	24.55	26.03	167	146

	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	41.67	30.16	40.00	50.79	18.33	19.05	60	63
1	50.00	5.56	41.67	61.11	*	33.33	36	18
2	*	42.86	*	35.71		21.43	14	28
3	*	*	*	*	*	*	17	*
4	*	21.05	*	36.84	*	42.11	17	19
5	*	*	52.17	*	*	*	23	*
All Grades	38.92	25.34	43.11	47.95	17.96	26.71	167	146

Conclusions based on this data:

1. Overall Language student performance: 15.75% of students for 2018-2019 compared to 41.32% of students for 2017-2018 tested well-developed; 38.36% of students for 2018-2019 compared to 27.54% of students for 2017-2018 tested moderately developed; 28.08% of students for 2018-2019 compared to 14.97% of students for 2017-2018 tested somewhat developed; and, 17.81% of students for 2018-2019 compared to 16.17% of students tested at the beginning level.

2. Domain in which the percentage of students scored the highest in 2018-2019 was in Speaking with 37.67% of students at the well developed level. The domain in 2017-2018 in which students scored at the highest was in the Listening domain with 55.69% of students at the well developed level.

3. Domain in which the percentage of students scored the lowest in 2018-2019 was in Reading with 10.27% of students at the well developed level. The domain in 2017-2018 in which students scored at the lowest level was in Written Language with 33.53% of students at the well developed level.

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**
525	**55.4**	**26.9**	**0.2**
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	141	26.9
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	291	55.4
Students with Disabilities	65	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.7
American Indian	5	1.0
Asian	169	32.2
Filipino	44	8.4
Hispanic	244	46.5
Two or More Races	23	4.4
Pacific Islander	2	0.4
White	29	5.5

Conclusions based on this data:

1. At MacCollam, Hispanic and Asian Student Groups make up the largest percentage of students with 48.6% or 244 students and 31.3% or 157 students.

2. For the 2018-2019 school year, 171 English Learners or 34.1% of the student population at McCollam.

3. For the 2018-2019 school year, 298 Socioeconomically Disadvantaged students at McCollam or 59.4% of the student population at McCollam.

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 Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Suspension rate at McCollam - very low with 0.2% of students being suspended at least once.

2. Chronic Absenteeism rate with 8.5% of students identified as chronically absent. This is a decrease of 3.3%.

3. Academic performance in language arts identified at 15.6 points above standard, academic performance in mathematics identified at 1.1 points below standard.

School and Student Performance Data

Academic Performance
English Language Arts
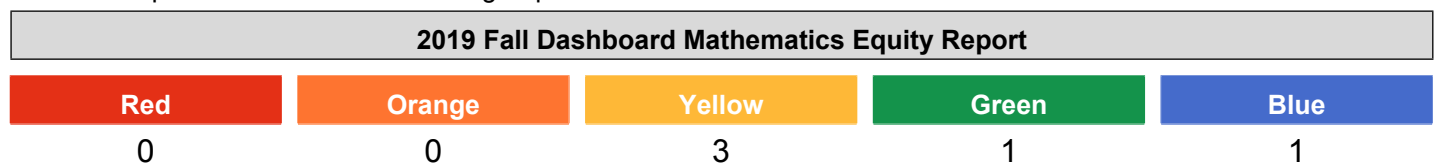
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web 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	1	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
15.6 points above standard	2.4 points below standard	0 Students
Increased ++14.4 points	Increased ++13.7 points	
201	97	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
0 Students	1.4 points below standard	73.2 points below standard
	Increased ++10.8 points	Increased Significantly ++25.2 points
	130	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.4 points above standard	33.8 points above standard
4	1	Increased Significantly ++15.4 points	Maintained ++0.7 points
		57	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
5.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	10.8 points above standard
Increased Significantly ++19.5 points	6	2	12
106			

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**
85.8 points below standard	34.9 points above standard	20 points above standard
Increased Significantly ++44.9 points	Maintained ++0.9 points	Increased ++5 points
30	67	90

Conclusions based on this data:

1. Overall student performance on SBAC ELA portion is 15.6 points above grade level standards.

2. Achievement gap between Asian and Hispanic groups, with Asian students 55.4 points above grade level standards, while Hispanic students 5.6 points below standards.

3. English Learners scored 2.4 points below grade level standards. Socioeconomically disadvantaged students scored 1.4 points below grade level standards. Students with disabilities scored 73.2 points below standard.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
1.1 points below standard	17 points below standard	
Increased ++5.3 points	Increased ++4.3 points	
201	97	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Yellow
	22.3 points below standard	74 points below standard
	Maintained -1.6 points	Increased Significantly ++23.9 points
	130	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	52.8 points above standard	9.2 points above standard
4	1	Increased ++8.1 points	Declined Significantly -18.1 points
		57	12

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
32.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.3 points below standard
Increased ++6.9 points	6	2	12
106			

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
100.9 points below standard	20.5 points above standard	4.5 points above standard
Increased Significantly ++19.4 points	Maintained -1.4 points	Declined -3.4 points
30	67	90

Conclusions based on this data:

1. Overall student performance on SBAC Mathematics portion is 1.1 points below grade level standards.

2. Achievement gap between Asian and Hispanic groups, with Asian students 52.8 points above grade level standards, while Hispanic students 32.3 points below standards.

3. English Learners scored 17.0 points below grade level standards. Socioeconomically disadvantaged students scored 22.3 points below grade level standards. Students with Disabilities scored 74.0 points below grade level.

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
50 making progress towards English language proficiency
Number of EL Students: 70
Performance Level: Medium
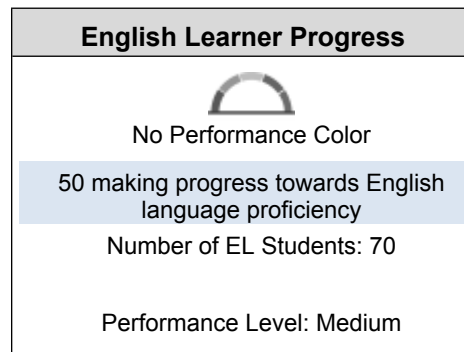
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
12.8	37.1	4.2	45.7

Conclusions based on this data:

1. 4.2% of students who took the ELPAC maintained ELPI level 4.

2. 37.1% of students who took the ELPAC maintained one of the following ELPI levels: Level 1, 2L, 2H, 3L, or 3H.

3. 45.7% of students who took the ELPAC progressed at least one ELPI level.

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:

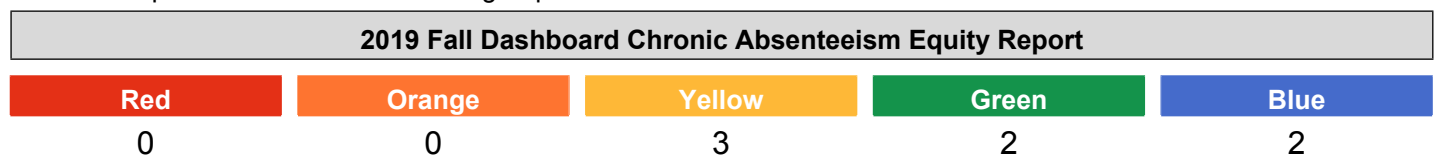**1.**

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	0	3	2	2

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
Green	Green	No Performance Color
8.5	9.5	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.3	Declined Significantly -3	
551	199	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	10.8	6.3
	Declined Significantly -4.4	Declined -14.6
0	325	63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.9	2.4
8	4	Declined Significantly -3.9	Declined -6.2
		173	42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
13	5.9	Less than 11 Students - Data Not Displayed for Privacy	11.1
Declined -0.5	Declined -9.1	2	Declined -7.1
269	17		36

Conclusions based on this data:

1. 8.5% of students fell into the chronically absent category. This decreased by 3.3%. Students are considered chronically absent when they are absent 10 percent or more of the instructional days they were enrolled.

2. Socioeconomically Disadvantaged have been identified as the highest student group with students considered chronically absent at 10.8%. This decreased by 4.4%.

3. English learners had an identified chronically absent rate of 9.5% among identified students. This decreased by 3.0%.

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:
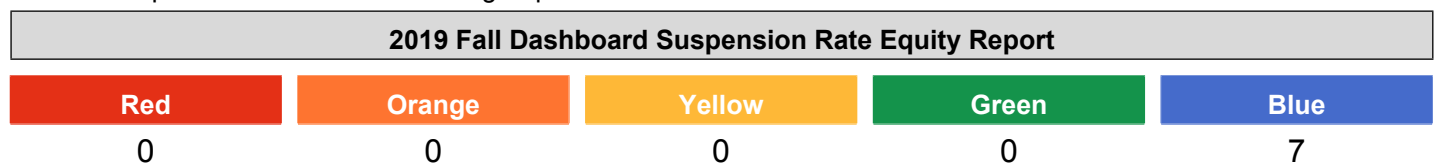
1.

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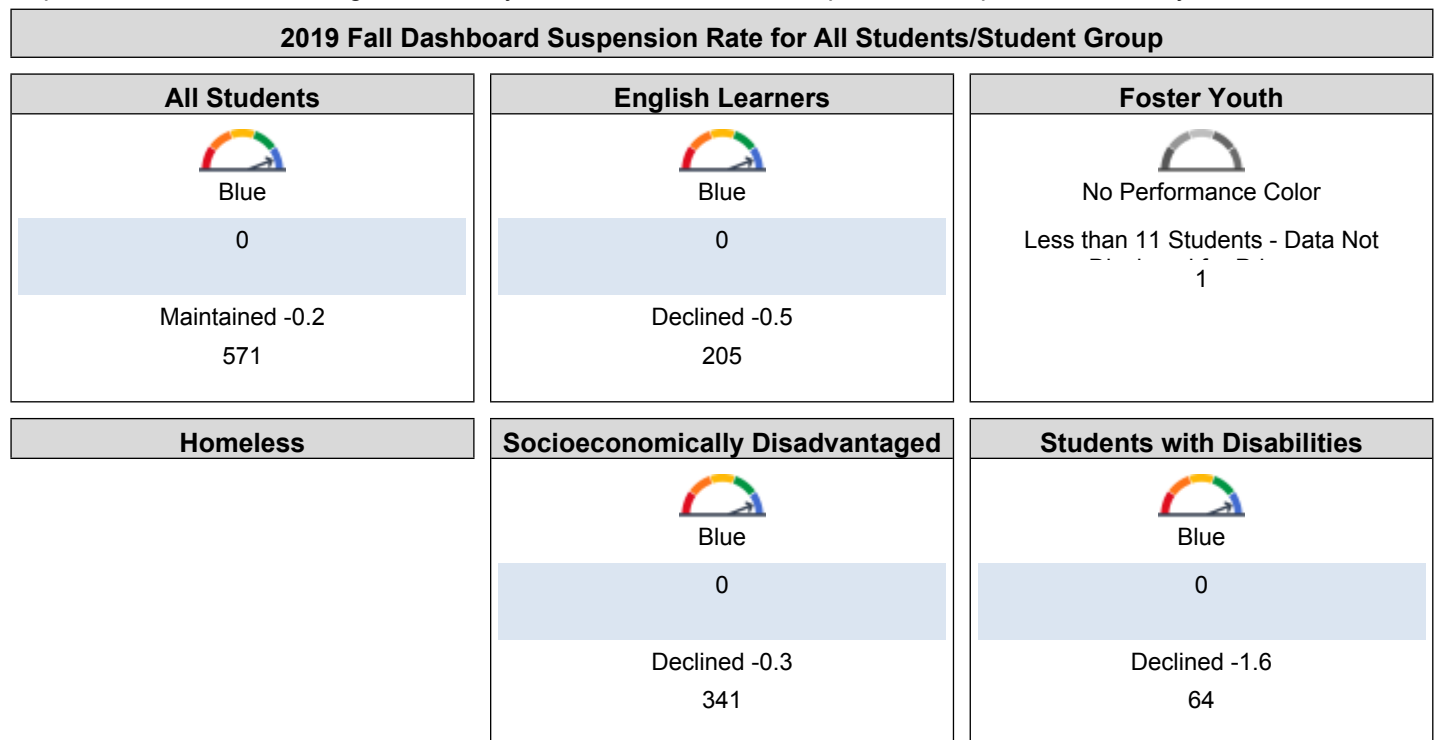
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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	0	0	7

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**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
		1
Maintained -0.2	Declined -0.5	
571	205	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Blue
	0	0
	Declined -0.3	Declined -1.6
	341	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
8	4	Maintained 0	Maintained 0
		177	42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -0.4	Maintained 0	2	Maintained 0
284	17		37

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0

Conclusions based on this data:

1. Student suspension rate was low with .2% of the student population being suspended at least once.

2. Suspension rate for students with disabilities was identified at 0% declining by 1.6%.

3. Suspension rate for English Learning students was identified at 0% declining by .5%.

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

For the 2021-2022 school year, McCollam elementary student proficiency levels in language arts will improve from 58.0% to 70.0% school-wide; from 33.0% to 70% in the area of reading; from 30.0% to 70.0% for writing; from 23% to 70% in the area of listening; and, from 28% to 70% in the area of research/inquiry.   For the 2021-2022 school year, McCollam elementary student proficiency levels in mathematics will improve from 51.0% to 70.0% school-wide; from 37.0% to 70% in the areas of concepts/procedures; from 29.0% to 70% in the area of problem solving & modeling/data analysis; and, from 29% to 70% in the area of communicating reasoning.   For the 2021-2022 school year, proficient or advanced students with disabilities in reading/language arts and mathematics will improve from 15.0% to 50.0% in ELA and improve from 18.0% to 50.0% in mathematics as measured on the CAASPP for the 2021-2022 school year. All teachers will be highly qualified and continue to develop their skills.

Identified Need

Academic improvement in the area of language arts and mathematics for all identified groups to include: general student population, English language learning students and students identified with a disability. Academic improvement in Language Arts in identified domains: reading, writing, listening, research/inquiry. Academic improvement in the Mathematics in identified domains: concepts/procedures, problem solving & modeling/data analysis, and communicating reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Assessment results in Language Arts and Mathematics	McCollam elementary student proficiency levels in language arts was 58.0%; while student proficiency in mathematics was at 51%. English Learner student proficiency was at 12%; while, students with disabilities proficiency was at 15% in language arts.	For 2021/2022 Overall, 70% proficiency in language arts 50% proficiency for English Learners and Students with disabilities Overall, 70% proficiency in mathematics 50% proficiency for English Learners and Students with disabilities

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

During staff meetings on-going review of 4 C's, Constructive Response, Close Reading and writing.

At staff meetings, on campus and/or virtually, staff participates in activities which support the importance of 4 C's, constructive response, close reading and narrative, informative and argumentative writing in the lesson planning process.

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)
0	

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

Provide time during staff/grade level meetings for grade levels to review ELA & Math standards and develop CCSS lesson plans.

Grade level teams will identify standards and develop lessons which support student mastery.

Lessons will incorporate 21st Century learning skills.

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

Amount(s)	Source(s)
0	

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. Staff development will be provided to increase teacher skill in the use of the ELA & Math CCSS with the district's reading/writing program.

Identified teachers will provide mini-lessons at staff meetings on campus and/or virtually focused on sharing strategies and techniques to be used to support student mastery of identified ELA & Math Common Core standards.

Identified teachers will be compensated for preparation time. This will be done throughout the school year at regularly scheduled staff 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)
2,500.00	Title I 1000-1999: Certificated Personnel Salaries

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

4. Teachers will implement Writing strategies to address specific writing conventions (narrative, informative and argumentative).

After reviewing writing samples, grade level teams will identify student writing areas which need to be addressed and implement writing techniques and strategies to meet student needs throughout the school year.

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)
0	

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

All Students

Strategy/Activity

5. Teachers will utilize staff development opportunities provided by the District.

TK/Kindergarten through Fifth grade teachers will participate in district sponsored trainings, scheduled throughout the year, with an emphasis on the development of lesson and unit plans which address ELA Common Core standards and 21st Century Learning.

All teachers will have opportunities to participate in District training (i.e., Guided reading, ELD - designated, small group instruction, etc.) in-person and/or virtually.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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

All Students

Strategy/Activity

6. Teachers will participate in staff development opportunities provided by the school site.

Grade level teams will participate in school site GLC trainings, on campus and/or virtually, scheduled during the school year, with an emphasis on the development of lesson and unit plans which address ELA & GMath Common core standards and 21st Century Learning.

Coordinate substitute teacher coverage of classrooms.

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)
7,500.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

7. Teachers will collaborate with principal three times during the regularly scheduled periods throughout the year during release time.

Substitute teachers will be brought in to allow regularly scheduled one-on-one meetings between the principal and an identified staff member.

These meetings will focus on the identified ELA & Mathematical academic needs of students.

Teachers will develop a class academic plan at the initial meeting which will be reviewed for progress at subsequent meeting throughout the school year.

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

Amount(s)	Source(s)
2,000.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Teachers will be supported in the analysis of data, identifying student academic strengths and challenges and create action plans to re-teach and improve instruction, specifically for non-proficient students in identified ELA & Math content areas.

Teachers will regularly analyze test and quiz results, class work and homework.

Teachers will collaborate, create and implement learning plans for non-proficient students focused on identified ELA standard mastery.

Growth targets will be set.

Teachers will assess and monitor student progress and update action plans as needed.

On a weekly basis, grade level teams will collaborate to assess effectiveness of action plan in meeting student needs.

Daily walk-through of classrooms to monitor implementation of plans Extended duty for data collaboration outside of instructional day.

All ongoing throughout school year.

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

Amount(s)	Source(s)
2,500.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9. Host parent workshops focused on the needs of identified students.

Parent workshops will focus on key ELA & Math content areas.

Scheduled workshops (on campus and/or virtually) to be provided during the school year. Identify grade level teams which will be participating.

Identified grade level teams will design activities/projects parents can work on with their child to support improved academic results.

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

Amount(s)	Source(s)
1,500.00	Title I 1000-1999: Certificated Personnel Salaries
150.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Implement a peer coaching model focused on ensuring staff mastery in the delivery of lessons which support non-proficient students becoming grade level proficient in identified academic areas.

On-going implementation of peer coaching model.

Collaboration process in which identified participants, based on data results, will identify ELA & Math content areas to be addressed.

Support in the use of Oral Language Development (OLD) strategies will be part of coaching process.

Coordination of substitute teachers to cover identified classrooms.

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)
1000.00	Title I 1000-1999: Certificated Personnel Salaries
100.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

11. Staff will participate in lesson study process with a focus on Oral Language Development (OLD) for all students, especially our English Language Learners (ELLs).

Staff will attend grade level meetings learning/reviewing various OLD strategies (i.e., pair share, anchor charts, sentence stems, etc.) and development of research inquiry.

Staff will implement these techniques in their lessons throughout the instructional day with a focus on their ELL students.

Grade levels will meet on regular basis to discuss how strategies are being used in lessons with fellow teachers.

Peer Coaches model OLD strategies being used in identified lessons.

Discuss in post – conference effectiveness in supporting student learning during lesson.

Walk-through classrooms to monitor ongoing use of strategies and techniques in all classrooms throughout the school year.

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

Amount(s)

1,000.00

Source(s)

LCFF Supplemental/Concentration
1000-1999: Certificated Personnel Salaries

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

12. Supplemental materials will be used to support student proficiency in identified ELA & Math content areas.

Purchase supplemental materials to support – daily practice in language arts and mathematics skills.

Journals, paper, writing instruments to be purchased.

Other supplemental materials will be identified and purchased to support student mastery of ELA standards.

Purchase i-Ready math and language arts instruction to be used in the classroom.

Purchase Lexia language arts instruction to be used in the classroom

Daily us of Math Masters - ensuring mastery of math facts by students.

Implementation of strategies to support key vocabulary development and test taking strategies in math.

Use of Board Math in identified classrooms.

Building bird house and other projects focused on measurement and geometry.

Journals, paper, writing instruments to be purchased.

Other supplemental materials (i.e., technology, etc.) will be identified and purchased as necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I 4000-4999: Books And Supplies
250.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

13. Provide staff with ongoing professional development regarding understanding and daily implementation of the Common Core State Standards in ELA & Math and their impact on teaching and learning.

Provide professional development regarding the understanding and implementation of the Common Core State Standards during classroom instruction throughout school year.

Trainings during staff meetings will focus on ELA & Math common core standards.

Prepare materials for 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)
0	

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

14. Identified teachers engage in a lesson study process identifying ELA & Math standards which need to show academic improvement.

Identified teachers will collaborate regarding which ELA & Math Common Core standards need to be mastered.

Identify what proficiency looks like in the chosen standard.

Identify how to meet academic needs of not only all students but specifically needs of ELLs, Hispanic and Special Ed.

Together draw up an in-depth lesson plan addressing mastery of identified standard.

They will implement peer coaching model concept in which release time is provided to allow identified teachers to visit and watch as identified "master" teacher implements lesson.

Schedule follow-up meeting for teachers to discuss successes and challenges of lesson.

Two to three times during school year.

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

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries
250.00	Title I 1000-1999: Certificated Personnel Salaries
150.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

15. Staff will provide interventions based on the needs of identified "at-risk" (non-proficient) students during the school day and before/after the school day in identified ELA & Math content areas.

Review of student data to identify students who need additional support.

Create of individual learning plans for identified students. Workshop model implemented in classrooms and/or virtually.

One-on-one, small group instruction between identified students and teacher in classroom and/or virtually.

On-going review of assessment data, throughout the school year, to measure effectiveness of identified interventions in meeting student academic needs.

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

Amount(s)	Source(s)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries
1,000.00	Title I 4000-4999: Books And Supplies
500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

16. McCollam Leadership Team will meet to share instructional strategies and provide information addressing their grade level's progress in ensuring identified students are becoming grade level proficient in identified ELA & Math content areas.

Leadership team members will be trained on the ROCI process in which they will be responsible for facilitating weekly grade-level collaboration meetings with a focus on the analysis of student performance data, and the creation of action plans based on performance outcomes.

Bi-monthly meetings to review student progress.

Team members will consistently review student data and address identified instructional needs, and take back suggestions from fellow leadership members regarding identified instructional strategies to be implemented by grade level.

At the end of each grading period, team will monitor program implementation and analyze academic performance of grade levels on Local/District Assessment results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I 1000-1999: Certificated Personnel Salaries
200.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

17. Support writing process as fifth grade students journal experience at Science Camp.

Provide funds to assist fifth grade students to go to Science Camp.

Provide journals in which students daily write about their experiences at Science Camp.

Have students share their journals and insights with fellow classmates upon their return from Science Camp.

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

Amount(s)	Source(s)
1,000.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

18. Teachers will utilize teaching and learning practices which increase academic proficiency of all students.

Identified teachers will: Provide direct, explicit instruction followed by guided and independent practice.

Use SBE adopted Language Arts & Mathematics materials. Check for understanding, modifying and adjusting lessons as necessary. Scaffold techniques and cooperative learning activities.

Differentiate instruction and curriculum based on student need.

Provide interventions and support. Make explicit reference to standards and objectives both orally and written.

Provide frequent verbal and non-verbal responses throughout the lesson.

Use a variety of instructional groupings based on student need throughout the lesson.

Use and explain academic language throughout a lesson.

Re-teach concepts. Set learning goals and objectives to strengthen student learning.

Test, assess and monitor student progress on an on-going basis.

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

Amount(s)

0

Source(s)

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

19. Staff and students will have access to technology (i.e., computers, printers, document cameras, software programs, etc.) to support student language arts and mathematics proficiency levels.

Inventory classrooms for current technology needs.

Have technology liaison with identified staff identify needed technology items (i.e., computers, printers, software programs, etc.) to promote language arts achievement rates.

Purchase technology items as needed for identified classrooms to support opportunity and promote equal access for students.

Provide additional training to staff on effective implementation and integration of on-line language arts and mathematical supplemental programs during school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,500.00	Title I 4000-4999: Books And Supplies
1,500.00	Title I 4000-4999: Books And Supplies
750.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies
1000.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

20. Teachers will have opportunity to participate in workshops to learn strategies and techniques to support language arts & mathematics program.

Identified teachers will participate in trainings to support language arts program.

Identified teachers will train staff on techniques and strategies learned at workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

During the 2020-2021 school year, the school identified various instructional practices to better meet student academic needs, to include: Balanced literacy, small group leveled reading instruction. Grade level collaboration meetings focused on analyzing student data and using to develop lessons to better meet student needs.

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

Throughout the year, funds were allocated to support the identified instructional practices. For the most part, funds satisfactorily met the intended expenditures.

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.

More training for staff to support guided reading, analysis of student data and project based learning. Provide more targeted interventions for identified students in and outside of the classroom.

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

To support our limited English proficient students becoming proficient or advanced in language arts and mathematics, we will increase from 12% to 50% in ELA and 9% to 50% in Mathematics as measured by the SBAC.

Identified Need

Academic improvement needs to increase for English Language learning students in both Language Arts and Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Assessment results in Language Arts and Mathematics	English Learner proficiency on SBAC was at 12% in Language Arts and 9% in mathematics	Increase from 12% to 50% in ELA and 9% to 50% in Mathematics as measured by the SBAC.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

1. Staff will participate in lesson study process with a focus on Oral Language Development (OLD) for all students, especially our English Language Learners (ELLs).

Staff will attend grade level training during school day learning various OLD strategies (i.e., pair share, anchor charts, sentence stems, etc.).

Staff will implement these techniques in their lessons throughout the instructional day with a focus on their ELL students.

Staff members will identify case study student and define instructional strategies to be used to support student.

Grade levels will meet regularly to discuss strategies being used in lessons. Peer Coaches model OLD strategies being used in identified lessons.

Discuss in post – conference effectiveness in supporting student learning during lesson. Walk-through classrooms to monitor ongoing use of strategies and techniques in all classrooms throughout the school year.

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)
0	

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

English Language Learners

Strategy/Activity

2. Identified Staff Members will participate in professional development (on-campus and/or virtually) focused on English Learners during 2021-2022 school year.

Identified staff members will review materials, prepare lessons, plan, implement process and begin training staff on the program.

Identified staff members will engage in collaborative planning (on-campus and/or virtually) that identifies the standards, ELD standards (alignment to ELA), SBAC item specs, tasks and formative assessments to measure student growth.

Identified staff members will understand proficiency levels of EL students, using ELPAC identified domains (i.e., listening, speaking, reading, writing) to better support identified students.

Identified staff members will understand the ELD standards by unpacking the ELPAC task types and reflect on classroom instructional opportunities.

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)
750.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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

English Language Learners

Strategy/Activity

3. Targeted Instruction will be provided to support all learners and in particular the learning needs of English Language Learning students. ELD is provided as its own content area.

On-going implementation of Benchmark Advanced ELD Program in which: Oral Language Development strategies are used on a regular basis.

Teachers will group students to differentiate instruction.

Teachers will make explicit reference to standards and objectives both orally and written.

Teachers will check for understanding, modifying and adjusting lessons as necessary.

SDAIE techniques are used on a regular basis.

Teachers will provide frequent verbal and non-verbal responses throughout the lesson.

Teachers will use and explain academic language throughout a lesson.

Teachers will explain and check for mastery of lesson objective.

Teachers will re-teach concepts not mastered.

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)
1000.00	Title I 1000-1999: Certificated Personnel Salaries

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

English Language Learners

Strategy/Activity

4. Teachers will develop lesson plans which support language acquisition and content proficiency for identified students.

At grade level meetings (on-campus or virtually), teachers will collaborate and identify strategies and techniques to use in the support of language acquisition.

Teachers will implement identified strategies and monitor effectiveness in supporting language acquisition for identified students.

Extended duty for participants who exceed the 60 minute planning time while developing lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

5. Staff will provide interventions (on-campus and/or virtually) based on the needs of identified "at-risk" (non-proficient) ELL students during the school day and before/after the school day in identified ELA content areas.

Review of student data to identify students who need additional support.

Create individual learning plans for identified students.

Workshop model implemented in classrooms.

One-on-one, small group instruction between identified students and teacher.

On-going review of assessment data to measure effectiveness of identified interventions in meeting student academic needs, throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

2,250.00	Title I 1000-1999: Certificated Personnel Salaries

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

English Language Learners

Strategy/Activity

6. Teachers will be supported in the analysis of data, identifying student academic strengths and challenges and create action plans to re-teach and improve instruction, specifically for non-proficient ELL students in language arts and mathematics.

Teachers will regularly analyze test and quiz results, class work and homework.

Teachers will create and implement learning plans for non-proficient students focused on identified ELA and math standard mastery.

Teachers will assess and monitor student progress and update action plans as needed.

On a weekly basis, grade level teams will collaborate to assess effectiveness of action plan in meeting student needs.

Daily walk-through to monitor implementation of plans.

Extended duty for data collaboration outside of instructional day.

All strategies/activities ongoing throughout school year.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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

English Language Learners

Strategy/Activity

7. Walk-through classrooms will be conducted to monitor ELD instruction and assess evidence of the following:

Pre-teaching

Front – loading vocabulary

Reviewing key content concepts

Providing wait time

Clear explanation of academic tasks

Think-Pair-Share

Student-to-student interaction

Effective Feedback provided

Non-Linguistic Representation

Graphic Organizers

Charts

Realia

Photos

Key Vocabulary taught and Language Structures used

Checking for Understanding

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

Amount(s)

0

Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

16. Staff and students will have access to technology (i.e., computers, printers, document cameras, software programs, etc.) to support student mathematics proficiency levels.

Inventory classrooms for current technology needs.

Have technology liaison with identified staff identify needed technology items (i.e., computers, printers, software programs, etc.) to promote mathematics achievement rates.

Purchase technology items as needed for identified classrooms to promote equal educational access for students.

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

Amount(s)	Source(s)
2,000.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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.

Throughout the year implementation of ELD Program in which: Oral Language Development strategies were used on a regular basis. Teachers grouped students to differentiate instruction. Staff integrated OLD strategies (i.e., pair share, anchor charts, sentence stems, etc.). Staff implemented these techniques in their lessons throughout the instructional day with a focus on their ELL students.

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

Throughout the year, funds have been allocated to support the identified instructional practices. For the most part, funds satisfactorily met the intended expenditures.

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.

More training for staff to support ELL instructional practices. Provide more professional development on how to better meet academic needs of our ELL students. Provide more targeted interventions for ELL identified students in and outside of the classroom. Staff will work to better understand how to implement small group reading instruction tailored to reading levels and ELL needs.

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

All McCollam students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning.
The number of office referrals for student discipline will be reduced by 10%, the number of student excessive tardies will be reduced by 25%, and average daily attendance will increase to 98%. The academic and behavioral systems in place at McCollam will benefit 100% of our students.

Identified Need

Identified needs including the need to reduce student discipline referrals by 10%; reduce excessive tardies by 25%; and, to increase daily average attendance to 98%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS binder - collection of discipline referrals, eSchool identifying number of tardies and attendance rates.	Prior year: 45 Office referrals; 96% average attendance; and, 20 tardies on a daily basis	Reduce Office referral by 10% from 45 to 40; reduce tardies by 25% from 20 to 15; increase average attendance by 2% from 96% - 98%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Promote a positive culture in the classroom and throughout the school.

Identified teachers participate in PBIS training.

Professional development is provided to staff regarding PBIS model.

Administer positive Behavior Support Survey to staff.

Identify common school-wide and classroom behavior expectations.

Develop with school psychologist Positive Behavior Intervention Support referral for staff use.

Implement PBIS model in classrooms and throughout school.

Monitor number of behavior referrals to Office.

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

Amount(s)	Source(s)
1,000.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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. Incorporate strategies throughout the school to support students and promote community.

Implement Minute to win it rallies, Awards assemblies, Student of the Week, Bully prevention, etc.

Schedule "Tigers on the Move" Assemblies which identify proficient/advanced student in Language Arts and Mathematics.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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. Provide staff training and conduct safety drills.

Staff training will be provided and drills will be conducted and evaluated for fire, earthquake and intruder safety.

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)
0	

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

4. Implement student program during recess, lunch time and before school which promotes positive student behavior.

Contract with Think Together for 2021-2022 school year.

Set schedule with Think Together coach.

Ensure classrooms are participating in program.

Ensure recess time is being used to promote citizenship and sportsmanship.

Monitor number of referrals to Office.

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

Amount(s)	Source(s)
1,000.00	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures
7,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5. Improve student daily attendance.

Identify classrooms with best attendance for week.

Acknowledge identified classrooms in bulletin and over intercom.

Identified classrooms are the first in lunch line all week.

Receive "McCollam Tiger" statue for classroom.

Monitor attendance throughout the year.

Acknowledge perfect attendance students at school-wide assemblies throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

6. Provide opportunities for parents and community members to contribute to our student's well-being.

Implement beautification events that allow parents and the community to work on projects that improve the learning environment of the school.

Through meetings, newsletter, etc. encourage parents to volunteer in a variety of ways (in the classroom/outside of the classroom).

Encourage parent/community participation on SSC/ELAC/PTA through agenda items of interest to the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,121.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

7. Implement and review School Safety Plan.

Update Safety Plan with input from staff, parents and SSC.

Ensure school safety plan is in place following sate and district mandates.

Review and re-review contents of plan with school staff to reinforce the skills necessary for student and staff safety.

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)
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

8. Acknowledge Students for Good Behavior.

Recognize students on a monthly basis for good behavior through our "Caught Being Good" activities.

Recognize students who follow classroom and playground rules on a consistent basis at quarterly "Go for the Gold" assemblies.

Each classroom chooses a student on a weekly basis who excels as a good citizen and scholar to be their "Student of the Week".

Names of the students are printed in the weekly newsletter and sent home.

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

Amount(s)

0

Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

9. Review school rules and student behavior expectations.

Review student behavior expectations with staff prior to beginning of school year.

Based on feedback, revise as needed.

Behavior expectations are reviewed with students then sent home for parents to review and endorse.

Throughout school year, monitor student behavior in and out of classroom to ensure a safe, respectful and responsible environment.

Review progress throughout school year.

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

Amount(s)

0

Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

10. Establish relationships with community organizations which support the learning environment at McCollam.

Schedule visits from San Jose Assistance League to provide school uniforms to students.

Schedule visits with City of San Jose Traffic Division representatives to monitor traffic safety before and after school.

Ensure safe passage for students and parents to and from school in the morning.

Schedule visits with Foothill Community Health Center to inform staff of mental health services that the organization offers for students and their families.

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

Amount(s)

0

Source(s)

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.

Identified teachers participated in various training to support social/emotional growth of students. Professional development was provided to staff regarding student engagement and developing student emotional competence. Based on survey results, Staff reported student behavior in class as being less disruptive and more respectful towards the teacher and fellow classmates. Staff was trained on drill procedures which were conducted for fire, earthquake and intruder safety.

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

Throughout the year, funds were allocated to support a safe, welcoming, and caring environment conducive to learning at McCollam. Funds satisfactorily met the intended expenditures.

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.

More training for staff regarding the implementation of a physically and emotionally safe and respectful classroom environment. More work with staff to promote an engaging learning environment which students want to be in. Staff will update and implement common school-wide and classroom behavior expectations. Also, more training with students in their understanding of how to promote a safe, and respectful school environment.

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

Provide meaningful opportunities in the classroom and the school for McCollam parents to support a positive learning environment focused on student achievement during the 2021-2022 school year.

Identified Need

Promote a positive learning, working and community environment that is geared toward student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Data	94% family members responded that the school climate supports academic learning.	Increase % of family members who feel that the school climate supports academic learning from 94% to 98%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide parent workshops to support volunteering opportunities in the classroom.

Provide parent workshops (on-campus and/or virtually) in which parenting strategies are combined with Common Core activities. The goal is for parents to have tools to better support their child's growth and learning.

Literacy and mathematics materials and games used to teach parents how to support children through CCSS aligned enrichment activities.

Parents trained to support student activities in the classroom, and trained to support distance learning (i.e., familiarity with Google Classroom, SeeSaw and Class DoJo, 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)
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

Support growth of PTO at McCollam which has regularly scheduled meetings focused on fund raising, and parent involvement events:

Read Across America: filled with - reading activities and fun learning activities which involved many students and parents.

International Night: Parents, students and community learn about different countries and cultures; samples food.

Beautification events: Schedule beautification events to support the participation of parents and staff members (i.e., cleaning windows, raking leaves, planning plants, painting the blacktop, etc.).

Movie Nights: Host Movie nights for the community.

Parent/ Student Dance: Parent/Student dances during the school year.

Book Fair - scheduled two times during school year.

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)
0	

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

Promote and provide schoolwide events to support parent participation. For example:

STEAM Night: School wide event in which parents participate with students on hands-on Science based activities

Literacy Night: Reading event for parents and students to to read together, on campus and virtually.

Math Night: Parents and students work together on various mathematical activities on campus and virtually.

Fall Festival: Parents participate, help with activities (i.e., various games, pumpkin walk, etc.) for the students during Halloween.

Gingerbread Night: School wide event in December in which students and their families work together to build their special gingerbread house.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration

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

4. Parents will be encouraged to serve on various committees focused on school improvement. For example:

SSC: Monthly meetings covering such topics as the school budget, development and implementation of our School Plan, curriculum issues and parent involvement..

ELAC: Monthly meetings focused on academic needs of EL students.

SPARC: Monthly meetings on district level focused on District wide and school wide events and needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

All students

Strategy/Activity

5. Parent meetings with principal to discuss topics of interest.

Parent Coffees: Scheduled meetings in which the principal meets with parents to review issues and concerns, and topics of interest for the community. Items covered have included Fastbridge, SBAC testing, language arts, math activities to use at home with students, 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)
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

All Students

Strategy/Activity

6. Provide English language classes for parents.

Weekly English classes for identified parents. Classes will support access to language and conversation.

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)

0	

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

All Students

Strategy/Activity

7. Promote and provide opportunities for Parents and Community Members to Contribute to Our Students' well-being:

Implement beautification events that allow parents and the community to work on projects that improve the learning environment of the school.

Through meetings (in-person & virtually), newsletter, etc. encourage parents to volunteer in a variety of ways (in the classroom/outside of the classroom).

Encourage parent/community participation on SSC/ELAC/PTO, through agenda items of interest to the community.

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)
0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

8. Establish Relationships with Community Organizations which Support the Learning Environment at McCollam

Scheduled visits from San Jose Assistance League to provide school uniforms to students.

Scheduled visits with San Jose Traffic Division representatives to monitor traffic safety before and after school.

Scheduled visits with Foothill Community Health Center to inform staff of mental health services that the organization offers for students and their families.

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)
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

9. Promote STEAM Activities at the school site.

STEAM activities aligned with classroom instruction that encourage parent/student collaboration.

STEAM Night/STEAM Fair: Parents attend meetings, help to set up rooms, judge, 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)
250.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

10. Promote PBL learning activities at school site.

Project Based Learning activities aligned with classroom instruction that encourage parent/student collaboration.

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

Amount(s)	Source(s)
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

11. School wide Awards Assembly to promote academics and citizenship.

Acknowledge students during school year and also at Night time event.

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)
200.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

12. Upgrade cafeteria stage to support school-wide and nighttime events.

Repaint, clean and upgrade stage for school-wide 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)
500.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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.

Previous year, meetings with parents in which the principal reviewed issues and concerns, and topics of interest for the community. Items covered included Local & District Level Assessments, SBAC testing, language arts, math activities to use at home with students, etc.

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

Funds satisfactorily met the intended expenditures. Funding of identified strategies supported parent participation and meaningful engagement at McCollam.

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.

Increase opportunities for parents to participate in schoolwide events (on campus and/or virtually) focused on Science, Literacy, Math and other academic areas. More of an emphasis on supporting parents to volunteer both in the classroom and virtually, and participating in understanding and supporting academic program at McCollam.

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

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Goal 6

<div style="background-color:#f0e0f0;"> </div>

Identified Need

<div style="background-color:#f0e0f0;"> </div>

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$85,171.00

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	$70,621.00

Subtotal of additional federal funds included for this school: $70,621.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Supplemental/Concentration	$14,550.00

Subtotal of state or local funds included for this school: $14,550.00

Total of federal, state, and/or local funds for this school: $85,171.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	70,621	0.00
LCFF Supplemental/Concentration	14,550	0.00
None Specified		

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pablo Fiene	Principal
Sudha Chundi	Parent or Community Member
Mary Fuchs	Classroom Teacher
Ben Chee	Classroom Teacher
Yesenia Higuera	Parent or Community Member
Sherry Faphimai	Parent or Community Member
Julie Ueno Le	Parent or Community Member
Jonathan Tran	Classroom Teacher
Tanna Burkholder	Parent or Community Member
Daisy Madrigal	Other School Staff

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 May 6, 2021.

Attested:

Principal, Pablo Fiene on May 6, 2021
SSC Chairperson, Sudha Chundi on May 6, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019