

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Horace Cureton Elementary School	43-69369-6046189	May 3, 2021	June 25, 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)

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.

The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals.

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).

Cureton administers the ARUSD coordinated bi-annual Panorama survey to students, parents, and staff. In addition, we administered the EL Needs assessment. The purpose of the surveys are to determine areas of needs based on the input of all stakeholders and to get input from parents on how our school should spend LCAP funds.

Classroom Observations

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

Classroom observations occur weekly. At the beginning of the year, the school staff targets a focus area and determines a high leverage area in which all observations will focus on. Once that is established, informal observations occur every week. Data is then collected and shared with the staff.

Formal classroom observations occur twice a year. One observation is informal and the other is formal. The summary found during these observations are applied to each teacher's evaluation process.

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)

FastBridge, ESGI, ELPAC, and local assessments are analyzed during staff meetings. Teachers and principal determine areas of focus. This year, our focus area is in reading. We are focusing on using small group reading instruction to differentiate and provide students with the skills they need to progress.

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

We use FastBridge, ESGI, BookNook, Benchmark Level Screeners and the Benchmark Performance Tasks to track on-going curriculum embedded assessments data to modify our instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Cureton, we hold 35 meetings a year. Each staff meeting provides teachers with professional development that target each of our Problem of Practice goals. We hold professional development on small group instruction to increase student's critical thinking abilities. We hold professional development on technology to prepare teachers in supporting our students in becoming 21st century learners. We also provide professional development in Structured Oral Language Practice to improve our English Learners development of academic language.

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

All of our teachers are credentialed. All teachers have access to instructional materials and training provided at the school site as well as through the district office's curriculum and instruction department.

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

All professional development at our school site relates to a content standard. Student performance is what determines the topic of our professional developments. Last but not least, based on professional needs, professional development is designed to differentiate and support staff with their professional goals.

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

During distance learning the resource teacher meets with teachers in need to provide best practices in tech and to support grade level goals using data. At every Tuesday staff meeting, professional development is provided focusing on our school goals. Teachers received regular coaching from the resource teacher on a needs basis. The resource teacher also supports by co-facilitating in small group lessons and modeling running records, level screeners and Benchmark Reading Level assessments.

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

During distance learning teacher collaboration is on an informal basis. Various Tuesdays throughout the year are also given to teachers as time for grade level collaboration instead of a staff meeting.

Teaching and Learning

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

Our English Language Arts Curriculum through Benchmark provides alignment to content and performance standards. The math curriculum, EnVision is also aligned to content and performance standards.

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

Our K-5 teachers adhere to the recommended instructional minutes for language arts and math based on the lesson plans that are provided to the principal weekly.

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

A suggested pacing schedule is provided by the district and provides an appropriate and sufficient amount of time for teachers to provide intervention in small group settings.

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

The English Language Arts and Math curriculum provide materials in varying levels to support all student groups growth.

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

Core courses are aligned to instructional materials and intervention materials provided by the Benchmark and EnVision curriculum.

Opportunity and Equal Educational Access

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

During distance learning, small group interventions are held synchronously based on the Benchmark curriculum provide students who are underperforming to meet standards by accessing the teacher in a focused small group setting. Guided math workshop along with gradual release is used in Math, Social Studies, and Science.

Evidence-based educational practices to raise student achievement

Teachers use blended learning and small group settings to help raise student achievement. Teachers also use gradual release and structured student talk in order to develop student's achievement.

Parental Engagement

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

During distance learning, parents at Cureton are involved and invested in helping to ensure all students achieve. Our parents participate in the Los Dichos program which brings the importance of bilingualism into our schools. This program enhances our students development of language which assists the under-achieving students. The Los Dichos program also teaches students a moral lesson each month which becomes very motivating to students. Our Community Liaison supports in organizing, documenting, and running volunteer programs for parents.

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)

All stakeholders provide input during Cureton's School Site Council/ELAC Council which informs the school on how best to spend our Title 1 funds. Their input has helped students to perform and achieve their goals. Services and actions are evaluated annually to make decisions on effectiveness of each program.

Funding

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

Under the categorical funds, our school has funded a resource teacher to help teachers by providing them with resources, support and materials to effectively use the common core curriculum. We also fund Little Heroes which is a program that promotes student leadership at recess and lunch. As a VAPA school we have fund Audacity for student musical productions.

Fiscal support (EPC)

The District provides Cureton with the budgets for discretionary funding at the site as well as the categorical dollars for the School Site Council to plan and develop opportunities to meet the needs for student achievement.

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 teachers and parents during our School Site Council/ELAC Meetings on 10/26/20, 11/30, 1/25/21, 2/22, 3/22, 4/26 and 5/24. Using input from assessment data, Fall and Spring Panorama survey input and teacher input, we determined the effectiveness of each program. The school consulted with Instructional Leadership Team met to review the data on 9/25/20, 11/5,

4/30/21, and 5/7/21. The school met with parents during Principal Coffees on 10/15/20, 10/29, 11/19, 12/17, 1/21/21, 3/10, and 3/18. All meetings were held by Zoom due to distance learning.

Resource Inequities

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

Although Cureton and Alum Rock provided 1:1 devices to all students during distance learning, the COVID-19 pandemic pointed out some inequalities that exist due to lack of access to experience using technology and unstable internet service. Our district switched from iReady assessments to FastBridge over the summer, making data comparisons more complicated.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.04%	0.53%	0.3%	4	2	1
African American	0.78%	0%	%	3	0	
Asian	5.71%	5.59%	4.6%	22	21	15
Filipino	4.42%	3.72%	4.0%	17	14	13
Hispanic/Latino	83.64%	86.7%	88.8%	322	326	292
Pacific Islander	%	0.27%	0.3%		1	1
White	1.82%	1.06%	0.6%	7	4	2
Multiple/No Response	%	0%	1.5%		8	5
Total Enrollment				385	376	329

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	62	40
Grade 1	58	52	42
Grade 2	63	52	56
Grade3	63	75	53
Grade 4	73	67	75
Grade 5	67	68	63
Total Enrollment	385	376	329

Conclusions based on this data:

1. Enrollment has declined slightly in 3 grade levels- 1st Grade, 2nd Grade, and 4th Grade.
2. Enrollment has shown a slight increase in K, 3rd Grade, and 5th Grade.
3. Our enrollment in grades 3, 4, and 5, are generally higher than in K, 1, and 2.

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	174	153	130	45.2%	40.7%	39.5%
Fluent English Proficient (FEP)	71	87	71	18.4%	23.1%	21.6%
Reclassified Fluent English Proficient (RFEP)	15	41	3	8.1%	23.6%	2.0%

Conclusions based on this data:

1. The number of Fluent English Proficient students increased in the last year.
2. The total number of English Learners has declined from last year.
3. The number of Reclassified Fluent English Proficient students increased over 2018-2019.

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	81	76	61	79	76	61	79	76	61	97.5	100	100
Grade 4	94	70	73	91	68	72	91	68	72	96.8	97.1	98.6
Grade 5	94	84	72	94	82	71	94	82	71	100	97.6	98.6
All Grades	269	230	206	264	226	204	264	226	204	98.1	98.3	99

* 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	2395.	2405.	2387.	18.99	15.79	13.11	20.25	21.05	18.03	22.78	28.95	31.15	37.97	34.21	37.70
Grade 4	2412.	2429.	2432.	8.79	14.71	16.67	15.38	17.65	22.22	21.98	25.00	20.83	53.85	42.65	40.28
Grade 5	2466.	2476.	2473.	13.83	12.20	11.27	24.47	26.83	29.58	22.34	26.83	23.94	39.36	34.15	35.21
All Grades	N/A	N/A	N/A	13.64	14.16	13.73	20.08	22.12	23.53	22.35	26.99	25.00	43.94	36.73	37.75

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	15.19	10.53	11.48	39.24	47.37	47.54	45.57	42.11	40.98
Grade 4	9.89	17.65	15.28	38.46	39.71	45.83	51.65	42.65	38.89
Grade 5	12.77	18.29	21.13	46.81	45.12	42.25	40.43	36.59	36.62
All Grades	12.50	15.49	16.18	41.67	44.25	45.10	45.83	40.27	38.73

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	32.91	25.00	4.92	31.65	38.16	50.82	35.44	36.84	44.26
Grade 4	10.99	10.29	13.89	42.86	52.94	51.39	46.15	36.76	34.72
Grade 5	25.53	21.95	16.90	36.17	42.68	43.66	38.30	35.37	39.44
All Grades	22.73	19.47	12.25	37.12	44.25	48.53	40.15	36.28	39.22

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	5.06	14.47	13.11	59.49	64.47	60.66	35.44	21.05	26.23
Grade 4	5.49	8.82	15.28	56.04	61.76	55.56	38.46	29.41	29.17
Grade 5	11.70	10.98	8.45	60.64	69.51	66.20	27.66	19.51	25.35
All Grades	7.58	11.50	12.25	58.71	65.49	60.78	33.71	23.01	26.96

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	17.72	19.74	8.20	48.10	56.58	52.46	34.18	23.68	39.34
Grade 4	9.89	16.18	20.83	48.35	47.06	43.06	41.76	36.76	36.11
Grade 5	20.21	13.41	19.72	41.49	57.32	52.11	38.30	29.27	28.17
All Grades	15.91	16.37	16.67	45.83	53.98	49.02	38.26	29.65	34.31

Conclusions based on this data:

1. 4th grade showed growth in Research/Inquiry in 18-19 over 17-18. During COVID 19 - 19-20 - there was no new CAASPP data.
2. There has been growth overall from 16-17 to 17-18. During COVID 19 - 19-20 - there was no new CAASPP data.
3. 4th grade has the largest growth from 17-18 to 18-19 in all areas except reading. During COVID 19 - 19-20 - there was no new CAASPP data.

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	81	76	61	79	76	61	79	76	60	97.5	100	100
Grade 4	95	70	73	95	68	73	95	68	73	100	97.1	100
Grade 5	96	84	72	96	82	71	96	82	71	100	97.6	98.6
All Grades	272	230	206	270	226	205	270	226	204	99.3	98.3	99.5

* 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	2403.	2392.	2371.	20.25	6.58	5.00	17.72	25.00	15.00	18.99	31.58	31.67	43.04	36.84	48.33
Grade 4	2425.	2450.	2413.	4.21	17.65	4.11	14.74	19.12	16.44	40.00	33.82	35.62	41.05	29.41	43.84
Grade 5	2466.	2448.	2483.	14.58	4.88	16.90	7.29	8.54	19.72	29.17	37.80	25.35	48.96	48.78	38.03
All Grades	N/A	N/A	N/A	12.59	9.29	8.82	12.96	17.26	17.16	30.00	34.51	30.88	44.44	38.94	43.14

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	32.91	14.47	10.00	18.99	42.11	28.33	48.10	43.42	61.67
Grade 4	7.37	29.41	9.59	31.58	26.47	23.29	61.05	44.12	67.12
Grade 5	16.67	6.10	21.13	22.92	26.83	33.80	60.42	67.07	45.07
All Grades	18.15	15.93	13.73	24.81	31.86	28.43	57.04	52.21	57.84

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	24.05	11.84	8.33	36.71	48.68	45.00	39.24	39.47	46.67
Grade 4	10.53	14.71	8.22	41.05	39.71	50.68	48.42	45.59	41.10
Grade 5	15.63	6.10	18.31	33.33	43.90	39.44	51.04	50.00	42.25
All Grades	16.30	10.62	11.76	37.04	44.25	45.10	46.67	45.13	43.14

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	22.78	13.16	10.00	53.16	52.63	51.67	24.05	34.21	38.33
Grade 4	7.37	20.59	8.22	38.95	50.00	43.84	53.68	29.41	47.95
Grade 5	12.50	7.32	16.90	44.79	45.12	45.07	42.71	47.56	38.03
All Grades	13.70	13.27	11.76	45.19	49.12	46.57	41.11	37.61	41.67

Conclusions based on this data:

1. The percentage of 3rd and 4th grade students scoring above standard in "Problem Solving & Modeling/Data Analysis" decreased the from 17-18 to 18-19. During COVID 19 - 19-20 - there was no new CAASPP data.
2. In 3rd and 4th grade, there is a slight decrease in the mean scale score from 17-18 to 18-19 while there was a slight increase for the 5th grade. During COVID 19 - 19-20 - there was no new CAASPP data.
3. There is an decrease in each domain from 17-18 to 18-19. During COVID 19 - 19-20 - there was no new CAASPP data.

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	1435.7	1416.5	1448.3	1435.3	1406.2	1372.5	38	30
Grade 1	1471.1	1424.9	1478.9	1444.5	1462.7	1404.9	36	19
Grade 2	1473.7	1469.5	1472.8	1491.2	1474.2	1447.2	29	19
Grade 3	1467.9	1463.8	1453.5	1458.2	1481.8	1469.1	30	19
Grade 4	1494.1	1490.8	1494.0	1482.4	1493.7	1498.4	31	25
Grade 5	1520.9	1521.8	1522.4	1526.6	1518.9	1516.4	29	25
All Grades							193	137

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	44.74	3.33	*	50.00	*	30.00	*	16.67	38	30
1	50.00	0.00	*	31.58	*	26.32	*	42.11	36	19
2	*	5.26	37.93	31.58	*	57.89		5.26	29	19
3	*	0.00	36.67	10.53	*	73.68	36.67	15.79	30	19
4	*	4.00	35.48	48.00	*	20.00	*	28.00	31	25
5	*	20.00	44.83	32.00	*	28.00	*	20.00	29	25
All Grades	31.61	5.84	31.61	35.77	20.73	37.23	16.06	21.17	193	137

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	50.00	26.67	*	33.33	*	26.67	*	13.33	38	30
1	55.56	5.26	*	36.84	*	42.11	*	15.79	36	19
2	48.28	26.32	37.93	57.89	*	15.79		0.00	29	19
3	*	10.53	*	26.32	*	42.11	43.33	21.05	30	19
4	*	28.00	41.94	28.00	*	16.00	*	28.00	31	25
5	58.62	28.00	*	48.00	*	12.00	*	12.00	29	25
All Grades	43.01	21.90	30.05	37.96	12.44	24.82	14.51	15.33	193	137

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	36.84	3.33	*	20.00	42.11	43.33	*	33.33	38	30
1	38.89	0.00	*	10.53	*	36.84	*	52.63	36	19
2	*	0.00	*	15.79	*	42.11	*	42.11	29	19
3	*	0.00	*	10.53	36.67	36.84	43.33	52.63	30	19
4		8.00	*	20.00	45.16	44.00	*	28.00	31	25
5	*	0.00	51.72	20.00	*	52.00	*	28.00	29	25
All Grades	20.21	2.19	23.83	16.79	33.16	43.07	22.80	37.96	193	137

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	57.89	30.00	34.21	56.67	*	13.33	38	30
1	69.44	31.58	*	57.89	*	10.53	36	19
2	51.72	36.84	48.28	63.16		0.00	29	19
3	*	0.00	40.00	36.84	36.67	63.16	30	19
4	*	24.00	58.06	36.00	*	40.00	31	25
5	44.83	12.00	51.72	72.00	*	16.00	29	25
All Grades	46.63	22.63	42.49	54.01	10.88	23.36	193	137

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	50.00	16.67	39.47	66.67	*	16.67	38	30
1	41.67	0.00	44.44	84.21	*	15.79	36	19
2	55.17	21.05	37.93	78.95	*	0.00	29	19
3	*	31.58	*	57.89	46.67	10.53	30	19
4	41.94	36.00	41.94	52.00	*	12.00	31	25
5	72.41	72.00	*	12.00	*	16.00	29	25
All Grades	47.67	30.66	35.75	56.93	16.58	12.41	193	137

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	34.21	0.00	50.00	80.00	*	20.00	38	30
1	47.22	10.53	30.56	26.32	*	63.16	36	19
2	37.93	0.00	*	57.89	*	42.11	29	19
3	*	0.00	46.67	26.32	50.00	73.68	30	19
4		12.00	74.19	36.00	*	52.00	31	25
5	*	4.00	68.97	68.00	*	28.00	29	25
All Grades	22.80	4.38	49.74	51.82	27.46	43.80	193	137

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	36.84	13.33	34.21	46.67	28.95	40.00	38	30
1	*	0.00	61.11	52.63	*	47.37	36	19
2	*	0.00	82.76	68.42		31.58	29	19
3	*	5.26	56.67	84.21	*	10.53	30	19
4	*	4.00	67.74	76.00	*	20.00	31	25
5	*	12.00	58.62	68.00	*	20.00	29	25
All Grades	23.32	6.57	59.07	64.96	17.62	28.47	193	137

Conclusions based on this data:

1. Over 60% of our English Learners are at levels 3 and 4 in the ELPAC. During 19-20, COVID 19 no new ELPAC data.
2. Majority of our students are somewhat/moderately developed in Reading and Writing. During 19-20, COVID 19 no new ELPAC data.
3. More of our students are well developed in Listening and Speaking, compared to Reading and Writing. During 19-20, COVID 19 no new ELPAC data.

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
376	88.6	40.7	1.3
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	153	40.7
Foster Youth	5	1.3
Homeless	4	1.1
Socioeconomically Disadvantaged	333	88.6
Students with Disabilities	55	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	2	0.5
Asian	21	5.6
Filipino	14	3.7
Hispanic	326	86.7
Two or More Races	8	2.1
Pacific Islander	1	0.3
White	4	1.1

Conclusions based on this data:




1. Majority (86.6%) of our students are socioeconomically disadvantaged (18-19).
2. Less than half (45.2%) of our students are English Learners.
3. 13% of our students are students with disabilities.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our suspension rates are very low (blue) and have drastically improved. Last year, we were Green on the California Dashboard. COVID 19 no new Dashboard data.
2. We monitor and positively promote attendance, therefore our Chronic Absenteeism has improved. This year we have 7% chronic absenteeism rate compared to 10% in the previous year. COVID 19 no new Dashboard data.
3. Our English Language Arts and Math academic data has decreased. We are at Orange, where we were Green in the previous year. COVID 19 no new Dashboard data.

School and Student Performance Data

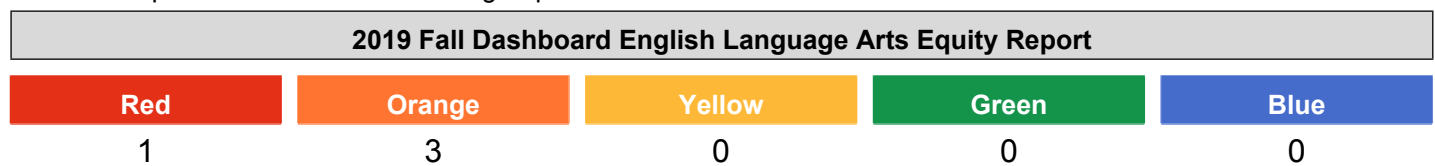
Academic Performance English Language Arts

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
34.8 points below standard		49.6 points below standard		0 Students	
Declined -7 points		Declined Significantly -16.3 points			
194		123			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Red	
Less than 11 Students - Data Not Displayed for Privacy		41.4 points below standard		140.2 points below standard	
		Declined -10.7 points		Declined Significantly -22.9 points	
1		169		35	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 24 points below standard Declined Significantly -26.7 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.7 points below standard Declined -7.1 points 164	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
96.9 points below standard Declined -9 points 64	1.8 points above standard Declined Significantly -18.1 points 59	24.2 points below standard Maintained ++2.8 points 61

Conclusions based on this data:

1. All student groups underperformed in English Language Arts Data as shown by level Orange to Red. COVID 19 no new Dashboard data.
2. English Only students increased slightly, by 2.8 points, on the English Language Arts Assessment. COVID 19 no new Dashboard data.
3. English Learner, Students with Disabilities and Reclassified English Learners declined significantly on the English Language Arts Assessment. COVID 19 no new Dashboard data.

School and Student Performance Data

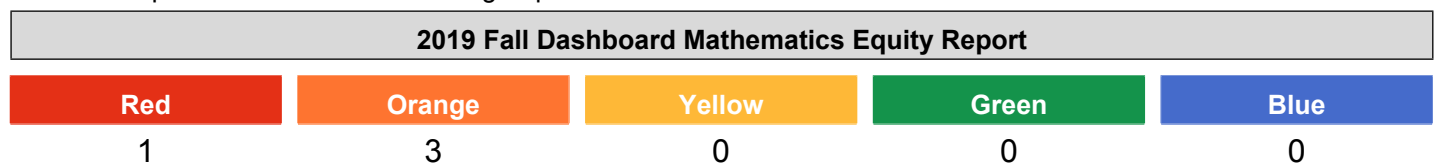
Academic Performance Mathematics

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:










This section provides number of student groups in each color.



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  Orange 57.3 points below standard Declined -4.9 points 194	English Learners  Orange 68.1 points below standard Declined -13.5 points 123	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 63 points below standard Declined -8.4 points 169	Students with Disabilities  Red 158.5 points below standard Declined -10.2 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 27 points below standard Declined -10.3 points 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Orange 62.8 points below standard Declined -5.4 points 164	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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 107.5 points below standard Maintained -1.6 points 64	Reclassified English Learners 25.4 points below standard Declined Significantly -20.7 points 59	English Only 55.8 points below standard Maintained -0.5 points 61
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Conclusions based on this data:

1. The data shows that there was a decline in math for our Students with Disabilities, Socioeconomically Disadvantaged, English Learners and Students with Disabilities in 2019. COVID 19 no new Dashboard data.
2. There is a decline in math data for our Asian students. COVID 19 no new Dashboard data.
3. The data shows that in math students experienced declines which put Cureton in the Orange level. COVID 19 no new Dashboard data.

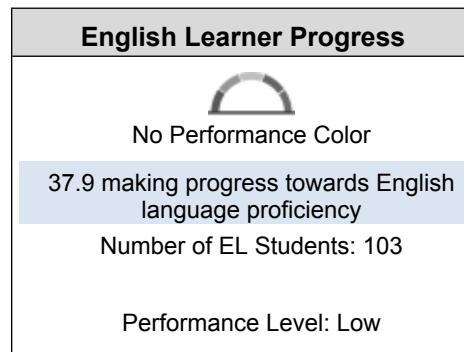
School and Student Performance Data

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



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
18.4	43.6	0.9	36.8

Conclusions based on this data:

1. Only 37.9% of our English Learners are making progress toward English language proficiency. COVID 19 no new Dashboard data.
2. 36.8% of our students are somewhat developed and in the beginning stages. COVID 19 no new Dashboard data.
3. 18.4% of our students decrease one English Language Proficiency level in 2019. COVID 19 no new Dashboard data.

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. No information is available.

School and Student Performance Data

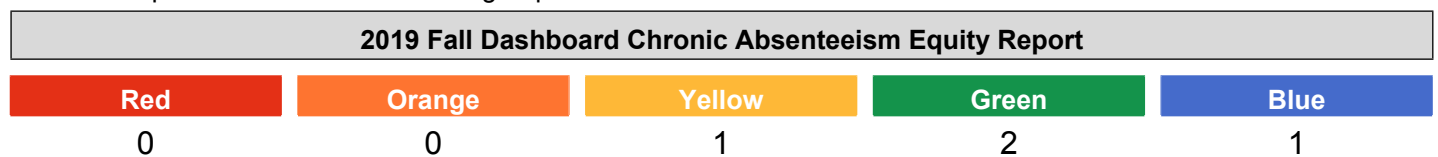
Academic Engagement Chronic Absenteeism

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:











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 6.8 Declined -2 413	 Blue 3.8 Declined Significantly -3.4 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 7.3 Declined -2.3 370	 Yellow 10.2 Declined -0.8 59

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 0 Declined -8 22	Filipino  No Performance Color 0 Maintained 0 17
Hispanic  Green 7.4 Declined -2.1 349	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Majority of student groups show a decline in chronic absenteeism (Green level). COVID 19 no new Dashboard data.
2. English Learners' absenteeism increased slightly yet maintained at the Blue level. COVID 19 no new Dashboard data.
3. Hispanic students are in the Green level. All other student groups maintained the same. COVID 19 no new Dashboard data.

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
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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. No updates available.

School and Student Performance Data

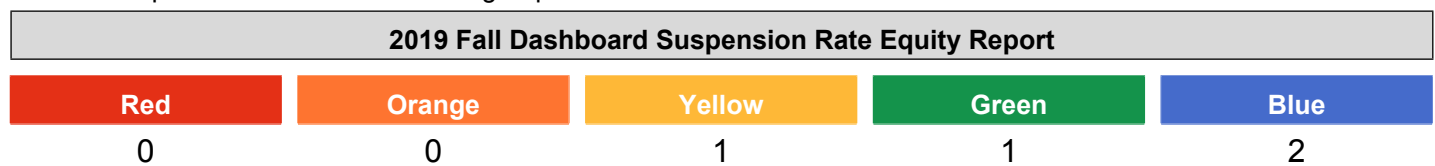
Conditions & Climate Suspension Rate

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](#).

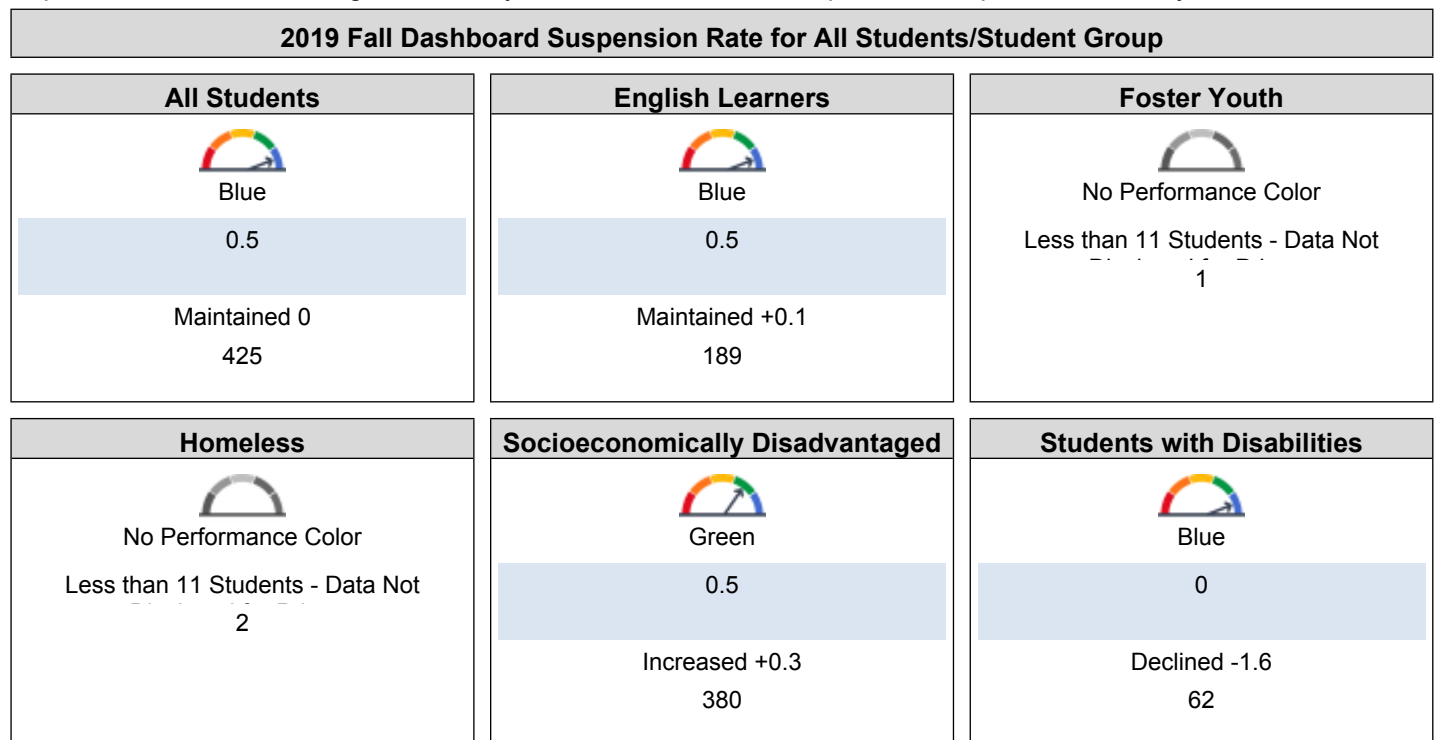
The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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 by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  No Performance Color 0 Maintained 0 22	Filipino  No Performance Color 0 Maintained 0 17
Hispanic  Yellow 0.6 Increased +0.3 360	Two or More Races  No Performance Color Less than 11 Students - Data 10	Pacific Islander	White  No Performance Color Less than 11 Students - Data 9

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.5

Conclusions based on this data:

1. All student groups show a decline in suspension rates and maintain at the Blue level. There were no suspensions from start of school to March 16th, 2020, the start of distance education. No new Dashboard data due to COVID 19.
2. Suspension rates have declined each year. There were no suspensions during from start of school to March 16th, 2020, the start of distance education. No new Dashboard data due to COVID 19.
3. Only 0.5% of the school was suspended in 2019, and there were no suspensions during from start of school to March 16th, 2020, the start of distance education. No new Dashboard data due to COVID 19.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

To provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in English Language Arts (ELA), Math and English Language Development (ELD) by utilizing a variety of instructional strategies to achieve our annual measurable outcomes: by the middle of the year 70% of students will move up one benchmark level in ELA and Math; by the end of the year 90% of students will move up one benchmark level in ELA and Math (as assessed using ESGI and FastBridge); 90% of EL students will move one achievement level in one year and will attain proficiency within 3 years.

Identified Need

Less than 40% of all students are currently proficient in reading and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge Formative Assessment Benchmark Level Screener Data	<p>Our district moved from iReady assessments to FastBridge this year. Based on Winter 2020 FastBridge aReading and aMath data, we have identified the following needs:</p> <p>Based on Winter 2020 FastBridge aReading</p> <p>49% of second graders are at some to high risk in ELA 27% of third graders are at some to high risk in ELA 72% of fourth graders are at some to high risk in ELA 76% of fifth graders are at some to high risk in ELA</p> <p>Based on Winter 2020 FastBridge aMath scores</p> <p>43% of second graders are at some to high risk in Math</p>	<p>By the middle of the year 70% of students will move up one benchmark level in ELA and Math; by the end of the year 90% of students will move up one benchmark level in ELA and Math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>66% of third graders are at some to high risk in Math 73% of fourth graders are at some to high risk in Math 64% of fifth graders are at some to high risk in Math</p> <p>Based on 2019-2020 Summative ELPAC data, 19.7% of students performed at a level 3 and above overall.</p>	

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

Provide parent education opportunities to enhance involvement in the development of students' literacy and math skills (Family Literacy Night, Grade Level Parent Workshops, Science Fair, Principal Coffees, positive discipline classes).

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)

100.00

Source(s)

Title I Part A: Parent Involvement
None Specified

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

Email monthly, translated newsletters to inform parents about the curricular programs and to communicate techniques for further development of student literacy and math 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)
100.00	No Cost

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

Increase parent knowledge and involvement in student academic progress in reading language arts and math through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, PTA, Principal Chats and ELAC), and home visits.

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)
	No Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Incoming Kindergarten students

Strategy/Activity

Aid in the transition into Kindergarten through parent information packets during registration and parent information 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)
200	Title I Part A: Parent Involvement 5900: Communications

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

Provide written notification in multiple languages (English, Spanish, Vietnamese) of PI status and parent rights.

Provide workshops for parents to help them understand how to help their children prepare for common core standards and the SBAC.

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)

0.0

Source(s)

District Funded

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

Administer ELA and Math FastBridge, ESGI and Benchmark assessments, Language! Live, Read Well, EnVision Assessments and corresponding regular analysis of data.

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)

No Cost

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

Administer leveled screener and math performance task assessments to all students in grades K-5 and corresponding regular analysis of data.

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)
	No cost

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

Chart student progress using our language arts and math assessment data tracker.
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,734.00	Title I 5000-5999: Services And Other Operating Expenditures Teacher training, FastBridge and ESGI

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

Develop quarterly language arts and math ROCI (Plan-Do-Study-Act) goals based on current ELA and math assessment data to present during Grade Level 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)
	No costs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Support students who are one-two grade levels below grade level

Strategy/Activity

Provide intervention for targeted students in ELA (City Year). Provide part-time instructional support.

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)

10,000

Source(s)

Title I
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

Provide site and district staff development in Constructing (E.L. Achieve) Meaning, literacy, Guided Reading, Benchmark Curriculum, and EnVision Curriculum to teachers. Topics will include reading strategies, teaching strategies, small group reading instruction, motivating low-level students, accelerating students, best practices, differentiated instruction, and other areas as determined by the staff.

Provide subs for three 90 minute grade level collaborations to analyze data, review student work, and develop instructional plans and goals for student performance.

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)

1500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Sub support for teacher release time

1595.03

Title I
4000-4999: Books And Supplies
Materials & 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

Train teachers in Constructed Meaning small-group instruction -- differentiated instruction (blended learning), during 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)

2076.97

Source(s)

Title I
4000-4999: Books And Supplies
Materials & 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

Provide additional staff development in reading to include topics such as academic English and critical literacy skills, reading strategies, teaching strategies, motivating high-risk students, accelerating students, best practices, differentiated instruction, literature circles, guided reading and other areas as determined by the staff

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)

1000.00

Source(s)

Title I
4000-4999: Books And Supplies
Materials & Supplies

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

Provide 90 minute grade level collaboration to analyze data, review student work, and develop instructional plans and goals for student performance.

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)
800	Title I 4000-4999: Books And Supplies Materials & Supplies

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

Use copies of The Next Step Forward in Guided Reading, to provide focused professional development in language arts.
Expand use of computer-based educational programs (FastBridge, MobyMax, Google Classroom and others) with additional training and technology.

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)
2000.00	Title I 4000-4999: Books And Supplies Technology equipment/applications
	None Specified None Specified None Specified
	None Specified None Specified None Specified

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

Support teachers by providing collaboration and backwards mapping time to prepare an effective curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	Title I 1000-1999: Certificated Personnel Salaries Cost for Substitute Teachers
1,670.00	Title I 3000-3999: Benefits Substitute - benefits
1500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Cost for substitute teachers

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.

We focused on Guided Reading in 2019-2020. Teachers were provided numerous tools, such a magnetic whiteboards, magnetic letters last year, to support students. We provided effective PDs to teachers through staff meetings. Our work was interrupted by distance learning.

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

During distance learning we did not provide release days.

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.

We will not have a reading resource teacher during 2021-2022.

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 provide high quality, rigorous and engaging learning opportunities that meet the needs of all students in English Language Development (ELD) by utilizing a variety of instructional strategies to achieve our annual measurable outcomes, we will reclassify 10% of our English Learners at level 3 or higher by the end of the year after receiving Designated ELD every day for 30 minutes. All English Learners will grow from one percentile tier to the next as measured by the ELPAC. We will track progress of students in TK, K and first grade using the ESGI assessment and the level screener.

Identified Need

Only 37.9% of our English Learners are making progress toward English language proficiency. Our English Language Learners are below grade level in reading and writing (COVID 19 no new Dashboard data.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data	More than 50% of our English Language Learners are below grade level in reading and writing.	50% of our English Language Learners will be on grade level in Reading and Writing.

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

Provide professional development to parents in regards to what the ELPAC test is, how to look at the ELPAC data, and discuss strategies that parents can use to help students at 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)

Source(s)

0.00

None Specified

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

We will train parents and community via meetings, events, classes and newsletters to understand their child's progress in learning English to start a conversation about how to even better support learning at home.

We will fund give aways and incentives for parents who attend events and classes.

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)

500.00

Source(s)

Title I Part A: Parent Involvement

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

Teachers will review the ELD standards at their grade level, unpack the ELD standards and create a scope and sequence of their ELD lessons for the year during grade level and staff meetings (4 sessions).

Teachers will use ELPAC practice tests in the classroom to support students' confidence in their test-taking ability.

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)

3000.00

Source(s)

Title I

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

At monthly staff meetings teachers will focus on practical, innovative and research-based instructional "strategies of the month" to support English Learners at all levels of English Language learning. Using this information, teachers will provide daily intervention to English Language Learners during their ELD blocks and regular instruction.

Provide teachers (14) with copies of The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your 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)

300.00

Source(s)

Title I
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)

English Language Learners

Strategy/Activity

Teachers will be trained in Constructing Meaning via a "book study" approach during selected staff meetings.

We will have an EL "strategy of the month" with the support of our in-house experts.

Using this information, teachers will provide daily intervention to English Language Learners during their ELD blocks and regular instruction.

We will allot funds for teachers at each grade level to provide after school interventions in the second quarter to our English Language Learners.

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)
3000.00	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries
0.00	

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.

Teachers need review how to unpack ELD standards. We will continue to provide site-based professional development as ELD interventions were interrupted during and by distance learning.

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

We were not able to provide professional development around ELD last year as teachers expressed challenges around small group instruction and the classroom management aspect of the ELD blocks.

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.

There will be money allotted to teachers for providing after school intervention to our English Language Learners (Goal 2 Strategy8). We will provide professional development and sample schedules to help teachers plan their daily ELD blocks.

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

Cureton will sustain and promote a safe, culturally responsive, positive school culture and learning environment for all stakeholders in which members feel part of an inclusive school community by implementing SEL practices with a Restorative Justice lens. We will also increase our average daily attendance to 97.5%.

Identified Need

In 2019-20 66% of stakeholders felt safe and welcomed at Cureton.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data	66% of stakeholders felt safe at Cureton.	100% of stakeholders feel safe and welcomed at Cureton
Report of Average Daily Attendance		

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

Provide a safety survey to all stakeholders in the fall and spring. Utilize monthly parent meetings to discuss ways to improve school climate.

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)

No Cost

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

Continue our PBIS team to create plans that use a Restorative Justice lens to help students feel safer, including 3Bs and matrix, and a Check In/Check Out system to support students with behavior issues.

Add at least one parent member to our PBIS team.

Hold monthly safety meetings to review Safety Plan.

Calendar Monthly safety drills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District funding

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

Student Council will provide leadership opportunities 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)

No cost

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

As a part of the VAPA cluster, we will provide Starting Arts Theatre for grades K-5 a 12-week program with 30 minute classes per week per classroom for a total of 6 hours of instruction per classroom (12 classrooms x 6 hours of instruction) via Zoom or in-person once school resumes.

We want students to participate in two musicals during the year to bring the community together.

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)

8300

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Contracted Services through the Starting Arts.

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

Playground safety will be monitored by the Little Heroes coach. There will be game time during the day for 30 minutes every other week to teach students the various games at recess. Recess games will then be monitored by the Little Heroes Coach. We will purchase a Duracart all-terrain playground cart.

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)

14,000.00

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Contracted Services through Little Heroes

13,000.00

LCFF Supplemental/Concentration
5800: Professional/Consulting Services And
Operating Expenditures
Contracted Services through Little Heroes

360

None Specified

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

We will track office referrals using Google Sheets. Data will be presented during quarterly 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)

No Cost

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

We will provide site-based professional development on classroom management and cultivating emotional resilience in teachers (using Elena Aguilar's Onward) during staff meetings and grade level collaborations.

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)

No Cost

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

Recruit a team of staff members as SST Coordinators (including a stipend).

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)
4,000	Title I Part A: Targeted Assistance Program

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

Ensure that all IEPs are current and reflect the least restrictive environment for each child with disability.
--

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)
	No Cost

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

Teachers will continue SEL training and teach students to manage emotions using Kimochis in classrooms/Morning 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)
	No Cost

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

Continue with SKY! Schools Program to support students: breathing techniques that reduce stress, anxiety, aggression, and other negative emotions will be taught throughout the year in all 3rd-5th grade 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)

2500

Source(s)

LCFF Supplemental/Concentration
5800: Professional/Consulting Services And
Operating Expenditures
Contracted Service through IAHV organization

500

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Contracted Service through IAHV organization

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

Teachers will be provided with necessary tools to help reduce challenging behaviors in the classroom. This includes seat cushions, visual timers, wobble seats, 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)

2,000.00

Source(s)

Title I
4000-4999: Books And Supplies
Various tools to help reduce challenging
behaviors

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The YES! program was very effective. During in-person learning, student office referrals decreased compared to prior years. During distance learning the Little Heroes Program adapted to provide a valuable service to our students in a distance learning model. We see students taking initiative in many leadership areas around the school. The Audacity program helped boost many students' confidence. Student attendance improved because as they were excited to attend the program. Overall, all programs in this section were extremely effective.

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

There were differences between the intended implementation and what actually happened due to the shift to distance learning as of March 13, 2020.

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.

Cureton made use of fall and spring Panorama research-backed surveys to collect and take action on the information that is most critical to our site's success.

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

Cureton will engage and teach stakeholders in meaningful ways that promote and support positive learning and a community environment that is geared toward student achievement.

Identified Need

During distance learning less than 10% of parents attended school opportunities to learn more about ways to support student achievement to join meetings and trainings by Zoom..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets at meetings and events	Less than 10% of parents are attending events/classes at Cureton	25% of parents will attend events and classes held at Cureton

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

Provide parent education nights to enhance parent involvement in the development of their student literacy and math skills (Back-to-School Night, Literacy Nights, STEAM Fair, Community 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)
	No Cost

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

Send e-newsletters home to inform parents about the curricular programs and to communicate techniques for further development of student literacy and math skills. In addition, we will leverage relationships with the FRC and SLS to reach and support our parents.

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)

No Cost

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

Increase parent knowledge and involvement in student academic progress in reading language arts and math through parent/teacher conferences, report cards, quarterly progress reports, and school wide parent enrichment and governance meetings (SSC, PTA, Principal Coffees and ELAC, Back-to-School Night, Open House, tech trainings), and home visits.

Restart PTA at Cureton.

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)

300

Title I
4000-4999: Books And Supplies
Materials & Supplies

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

Through Los Dichos, parents will help students retain Spanish culture by reading Spanish/cross cultural books to students in classrooms every month.

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)

No Cost

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

We will continue Student of the Month Assemblies, Cougar PAWS, and Color Rallies every month to recognize students for attendance, behavior, and academic performance.

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)

No Cost

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

Parent Event Committee will plan the February Formal Parent/Child Dance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will host an end of the year Parent Tea Celebration to recognize parent volunteers.

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)

200

Source(s)

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating
Expenditures

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

Promote all events through social media, newsletters and flyers. These communication vehicles will be translated into spanish and, where possible, vietnamese.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Up to the shift to distance learning, parents events were successful. Parents felt welcomed and many volunteered. We had a high percentage of families attending school wide events.

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

The shift to distance learned affected family participation in online events.

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

The changes will include funding of give aways and incentives for parents who attend events and classes (Goal 2 Strategy2).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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)
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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	\$93,980.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,236.00

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	\$62,776.00
Title I Part A: Disadvantaged Students	\$3,000.00
Title I Part A: Parent Involvement	\$1,000.00
Title I Part A: Targeted Assistance Program	\$4,000.00

Subtotal of additional federal funds included for this school: \$70,776.00

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 (\$)
	\$100.00
LCFF Supplemental/Concentration	\$17,000.00
None Specified	\$360.00

Subtotal of state or local funds included for this school: \$17,460.00

Total of federal, state, and/or local funds for this school: \$88,236.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	80,211	17,435.00
LCFF Supplemental/Concentration	14,300	-2,700.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Gloria Hayes-Perkins	Principal
Maria Lovdahl	Other School Staff
Arlene Illa	Classroom Teacher
Maria Guerrero	Classroom Teacher
Kimberly Ivy	Classroom Teacher
Jennifer West	Parent or Community Member
Maria Terry Patino	Parent or Community Member
Claudia Orozco	Parent or Community Member
Gabriela Saucedo	Parent or Community Member
Elizabeth Fraasch	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council/ELAC

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 3, 2021.

Attested:

G. Hayes-Perkins
Arlene U. Illa

Principal, Gloria Hayes-Perkins on May 7, 2021

SSC Chairperson, Arlene Illa on May 7, 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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