

# 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
Lyndale Elementary School	43-69369-6046221	May 6, 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  
The purpose of this plan is to improve the academic performance of all our students at Lyndale Elementary School. This will address school-wide goals.

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

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

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Results from parent/student surveys have indicated that parents and students enjoy attending Lyndale and appreciate the programs that we have provided. According to the Panorama survey 90% of our third - fifth graders have knowledge of fairness of discipline, rules, and norms, 84% of the students feel there is a climate of support for academic learning, and 80% feel the school is safe and a sense of belonging. Parents are grateful to have after-school programs to offer homework support and supervision. 99% of parents think positively about the Climate of Support for Academic Learning and a Sense of Belonging( School Connectedness), during the pandemic year with distance Learning. LCAP meetings data shows that parents would like after school intervention and enrichment programs, campus security, English classes, tutoring programs. Students have indicated on surveys that they would like better food and playground. Teachers have stated they feel school rules are fair, and students know what those rules are.

## Classroom Observations

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

The principal visited individual classroom Zoom morning meetings and gave individual feedback to teachers. Feedback is given in emails, texts and during faculty meetings. Teachers are asked to have SEL check ins and to focus on small group instructions, having a designated ELD time and encourage more student talk and engagement. Our students are well-behaved and teachers have worked very effectively in engaging and connecting with students. We have had good student engagement and participation during Distance Learning as indicated by attendance data.

## 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)

Lyndale uses data from district and state assessments to ensure school improvement. Teachers are given time for collaboration and student achievement is carefully monitored by having student data readily available to all teachers. Usually we use eight data management systems: CAASPP, Benchmark Advance, Illuminate, FastBridge, ESGI, enVision Math, Accelerated Reader, eSchoolPlus, and the ELPAC. Last year due to the pandemic we could not assess our students using CAASPP and ELPAC. The other benchmark scores allows teachers to access their students' performance data so they can compare it to school-wide, grade level, district, state and national data to ascertain student performance data and guide their efforts to individualize instruction and /or provide differentiated instruction that is responsive to students' assessed needs as well as measure the effectiveness of their own instruction. These systems also allow administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate and Educlimber contain information regarding criterion-referenced and now standards based test performance (CAASPP and ELPAC) and District Standards Based Quizzes, suspensions, referrals to SSTs, and attendance data. Improvement in ELD and math scores has been set as a goal based on FastBridge ELPAC and SBAC scores( from previous assessments).

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

Data Management System using :

Benchmark Leveled Screener Assessment/ BookNook  
Grade-level designed assessments  
ELPAC  
Common Core Standards Based Quizzes  
FastBridge Diagnostics  
Accelerated Reader Comprehension Tests  
Accelerated Reader Vocabulary Tests  
enVision Assessments  
SBAC  
ESGI

Teachers use data to do backwards planning and to monitor student achievement.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified and hired through the district. New teachers go through the Induction program to receive mentoring from an experienced mentor

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

Teachers are well-trained in curriculum. There are many opportunities to further their understanding of curriculum and instruction. There are professional development opportunities at the district and professional development opportunities at school staff meetings. Our Instructional Leadership Team plans the school year by looking at our Student Goals, our Classroom Systems and the Professional Learning needs of our staff.

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

There are professional development meetings at the district , and at school for teachers to better understand the curriculum. Teachers have opportunities to plan and strategize around data from standardized assessments and plan for next steps in instruction. Professional Development opportunities are planned throughout the year to improve Adult Practices to meet our Student Goals, around SEL support , strengthening Instructional Practices and Classroom Systems. Teacher input is encouraged and accepted in planning professional development.

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

Teachers receive training/ professional development in Fastbridge, SEL, Designated ELD, Implicit Bias and Culturally and Linguistically Responsive Pedagogy, SMPs year round . Teachers have collaborative time to plan for best strategies to strengthen the skills of Second Language Learners and all students. We are trying to incorporate Kimochis with our PBIS focus and providing support to our staff to incorporate the programs at school. The instructional support is through professional development from the district, and during staff meetings.

1. PBIS/Kimochi
2. FastBridge
3. SEL
4. Implicit Bias
5. Culturally and Linguistically Responsive Pedagogy
- 6.. Illuminate
7. Integrated and Designated ELD
8. Benchmark Advance
9. Standards of Math Practices

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

Teachers are given opportunities to collaborate at bi-weekly faculty meetings. They were also given time to collaborate daily during office hours, and on Fridays( asynchronous time) . Teachers have time to collaborate around CCSS, SEL, Distance Learning best practices and to plan lessons.

## Teaching and Learning

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

This will be our seventh year of using enVision Math and our sixth year of the ELA program Benchmark to instruct students and to ensure implementation of Common Core State Standards.

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

Teachers follow the guidelines for instructional minutes ( for distance and hybrid learnings )to fully implement reading/language arts, ELD and math curriculum to ensure student achievement.

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

Teachers follow the assessment guide ( Benchmark Assessments) created by the district and then backwards plan to ensure that students know the expected learning goal.

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

Teachers have all standards-based instructional materials to meet the needs of all students and to ensure that we are teaching Common Core State Standards. Students have textbooks, workbooks, all standard based instructional materials, and individual devices( laptops/iPads, and hotspots) to connect with their teachers during DL.

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

All district provided curriculum is State Board of Education approved.

## Opportunity and Equal Educational Access

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

Teachers provide opportunities for underperforming students to meet standards through differentiated, small group instruction, one-on-one intervention, student study team meetings, and individually tailored goals for certain students. We have students who have been identified with learning disabilities who receive instruction using the Learning Without Tears curriculum.

Evidence-based educational practices to raise student achievement

Benchmark Advance, enVision Math, and best teaching practices are used by teachers to raise student achievement and introduce rigor and high expectations into the curriculum. Teachers use daily small group instructions, designated ELD instructions, graphic organizers, close reading, scaffolding of lessons, gradual release of responsibilities, and opportunities to incorporate the 4C's to raise student achievement.

## Parental Engagement

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

Lyndale School provides a wide-range of district and community resources to assist students.

- Think Together - Recess Program Leader to assist with students activities which support communication, collaboration in Carepods and after school programs
- Student Study Team (SST) to address academic and behavioral needs
- Think together & City of San Jose after-school program
- Counseling Interns
- Santa Clara Office of Education
- Parent attending conferences
- Dental Screening
- Vision Screening
- Parent Coffees and newsletters

Communication via Parent Square and Parent Newsletter

- Nonprofits & Charities
- Parent Online Classes
- City of San Jose providing after school classes ( remotely)
- Think Together before and after school care for TK and Kinder students

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

School Site Council reviews and approves annually all categorical funding listed in the school plan and budget.

## Funding

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

Categorical funds provide after-school interventions that enable underperforming students to meet standards. Teachers receive extra funds to enhance their learning, best practices, pedagogy.

Fiscal support (EPC)

Lyndale receives state and federal funding. We also do fundraising and receive donations .

# 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

School Site Council are an integral part of the involvement process of the SPSA and Annual Review and Update . Also, responses from teachers, students, and parents at LCAP meetings and surveys are taken into account when writing the School Plan for Student Achievement.

# Resource Inequities

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.6%	0.34%	0.4%	2	1	1
Asian	8.68%	9.76%	9.9%	29	29	28
Filipino	4.79%	5.72%	6.0%	16	17	17
Hispanic/Latino	83.83%	81.48%	80.2%	280	242	227
Pacific Islander	%	0%	%		0	
White	1.5%	1.35%	1.4%	5	4	4
Multiple/No Response	%	0%	2.1%		4	6
Total Enrollment				334	297	283

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	67	63
Grade 1	53	42	36
Grade 2	52	53	42
Grade3	47	57	50
Grade 4	53	44	52
Grade 5	63	52	40
Total Enrollment	334	315	283

### Conclusions based on this data:

1. About 81% of our students are Latino.
2. Almost 10% percent of our students are Asian.
3. We have about 6% Filipino students

# 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	176	132	128	52.7%	44.4%	45.2%
Fluent English Proficient (FEP)	67	84	63	20.1%	28.3%	22.3%
Reclassified Fluent English Proficient (RFEP)	20	52	0	9.9%	29.5%	0.0%

### Conclusions based on this data:

1. Our number of English learners goes down each year and that could be due to declining enrollment.
2. Our number of Fluent English Proficient Students increased significantly in 19-20 each year.
3. Almost 20% increase in RFEP students enrolled from 18-19 to 19-20.



# 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	63	54	47	62	54	47	62	54	47	98.4	100	100
Grade 4	78	64	55	76	63	53	76	63	53	97.4	98.4	96.4
Grade 5	70	77	60	68	72	59	68	72	59	97.1	93.5	98.3
All Grades	211	195	162	206	189	159	206	189	159	97.6	96.9	98.1

\* 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	2414.	2403.	2421.	19.35	11.11	27.66	25.81	24.07	21.28	27.42	37.04	17.02	27.42	27.78	34.04
Grade 4	2468.	2486.	2467.	22.37	36.51	26.42	25.00	23.81	20.75	25.00	19.05	26.42	27.63	20.63	26.42
Grade 5	2469.	2482.	2498.	8.82	11.11	27.12	29.41	31.94	23.73	25.00	23.61	22.03	36.76	33.33	27.12
All Grades	N/A	N/A	N/A	16.99	19.58	27.04	26.70	26.98	22.01	25.73	25.93	22.01	30.58	27.51	28.93

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	14.75	11.11	25.53	52.46	55.56	44.68	32.79	33.33	29.79
Grade 4	22.37	26.98	22.64	53.95	52.38	52.83	23.68	20.63	24.53
Grade 5	11.76	16.67	27.12	57.35	51.39	40.68	30.88	31.94	32.20
All Grades	16.59	18.52	25.16	54.63	52.91	45.91	28.78	28.57	28.93

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	30.65	16.67	12.77	40.32	38.89	53.19	29.03	44.44	34.04
Grade 4	18.42	28.57	22.64	60.53	49.21	52.83	21.05	22.22	24.53
Grade 5	14.71	16.67	28.81	61.76	51.39	45.76	23.53	31.94	25.42
All Grades	20.87	20.63	22.01	54.85	47.09	50.31	24.27	32.28	27.67

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	8.20	9.26	29.79	78.69	72.22	42.55	13.11	18.52	27.66
Grade 4	19.74	17.46	22.64	59.21	73.02	56.60	21.05	9.52	20.75
Grade 5	10.29	9.72	20.34	66.18	65.28	62.71	23.53	25.00	16.95
All Grades	13.17	12.17	23.90	67.32	69.84	54.72	19.51	17.99	21.38

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	27.87	24.07	23.40	45.90	50.00	48.94	26.23	25.93	27.66
Grade 4	25.00	38.10	18.87	53.95	52.38	58.49	21.05	9.52	22.64
Grade 5	11.76	26.39	30.51	52.94	47.22	40.68	35.29	26.39	28.81
All Grades	21.46	29.63	24.53	51.22	49.74	49.06	27.32	20.63	26.42

**Conclusions based on this data:**

1. We could not assess our students in 19-20.20-21 school year due to Covid -19
2. Our third grade students went down 5% from 2016/2017 to 2017/2018 in meeting or exceeding the standard. Fifth graders went up 4% in meeting or exceeding standards.
3. For this current year we will not have any CAASPP assessment or data due to shelter-in-place for COVID-19

# 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	63	54	47	63	54	47	63	54	47	100	100	100
Grade 4	78	64	55	77	64	54	77	64	54	98.7	100	98.2
Grade 5	70	77	60	70	76	59	70	76	59	100	98.7	98.3
All Grades	211	195	162	210	194	160	210	194	160	99.5	99.5	98.8

\* 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	2416.	2410.	2416.	9.52	7.41	10.64	30.16	31.48	29.79	33.33	24.07	29.79	26.98	37.04	29.79
Grade 4	2450.	2469.	2470.	11.69	7.81	14.81	16.88	35.94	20.37	42.86	35.94	50.00	28.57	20.31	14.81
Grade 5	2458.	2466.	2470.	4.29	7.89	18.64	8.57	15.79	16.95	40.00	25.00	18.64	47.14	51.32	45.76
All Grades	N/A	N/A	N/A	8.57	7.73	15.00	18.10	26.80	21.88	39.05	28.35	32.50	34.29	37.11	30.63

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	22.22	27.78	23.40	44.44	31.48	42.55	33.33	40.74	34.04
Grade 4	18.18	23.44	25.93	29.87	51.56	37.04	51.95	25.00	37.04
Grade 5	5.71	11.84	16.95	31.43	27.63	28.81	62.86	60.53	54.24
All Grades	15.24	20.10	21.88	34.76	36.60	35.63	50.00	43.30	42.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.46	14.81	21.28	55.56	51.85	40.43	26.98	33.33	38.30
Grade 4	12.99	14.06	14.81	49.35	46.88	46.30	37.66	39.06	38.89
Grade 5	5.71	11.84	16.95	45.71	34.21	40.68	48.57	53.95	42.37
All Grades	11.90	13.40	17.50	50.00	43.30	42.50	38.10	43.30	40.00

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	9.52	14.81	27.66	66.67	59.26	42.55	23.81	25.93	29.79
Grade 4	16.88	18.75	18.52	48.05	56.25	59.26	35.06	25.00	22.22
Grade 5	2.86	10.53	18.64	54.29	43.42	38.98	42.86	46.05	42.37
All Grades	10.00	14.43	21.25	55.71	52.06	46.88	34.29	33.51	31.88

**Conclusions based on this data:**

1. Due to COVID-19 shelter in place order students( 3rd-5th) will not be assessed for 2019-20, 20-21 school year.
2. In 18-19 Fourth grade grew by 14%. Our fifth graders went from 11% to 13%. Our fifth graders are not sustaining the growth that they made in fourth grade.
3. Students still struggle with number sense, knowing how to solve word problem, and then explaining their answers.

# 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	1423.0	1396.0	1438.6	1410.0	1386.4	1363.4	62	45
Grade 1	1473.7	1432.9	1474.5	1445.1	1472.4	1420.2	42	22
Grade 2	1484.0	1447.1	1491.7	1444.8	1476.0	1448.9	29	20
Grade 3	1492.3	1490.4	1481.7	1487.4	1502.6	1493.0	29	23
Grade 4	1503.8	1515.5	1489.9	1511.2	1517.2	1519.2	21	22
Grade 5	1473.4	1526.5	1462.9	1509.2	1483.5	1543.5	19	15
All Grades							202	147

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	38.71	6.67	29.03	35.56	19.35	40.00	*	17.78	62	45
1	57.14	0.00	26.19	40.91	*	45.45	*	13.64	42	22
2	44.83	0.00	37.93	25.00	*	50.00		25.00	29	20
3	*	17.39	44.83	21.74	*	52.17	*	8.70	29	23
4	*	22.73	*	54.55	*	9.09	*	13.64	21	22
5	*	20.00	*	46.67	*	26.67	*	6.67	19	15
All Grades	35.15	10.20	32.18	36.73	20.79	38.10	11.88	14.97	202	147

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	51.61	11.11	29.03	35.56	*	37.78	*	15.56	62	45
1	69.05	13.64	*	40.91	*	40.91	*	4.55	42	22
2	62.07	15.00	*	35.00	*	35.00		15.00	29	20
3	*	17.39	51.72	47.83	*	26.09	*	8.70	29	23
4	*	45.45	*	36.36	*	9.09	*	9.09	21	22
5	*	26.67	*	53.33	*	13.33	*	6.67	19	15
All Grades	47.52	19.73	28.71	40.14	13.86	29.25	9.90	10.88	202	147

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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	17.74	4.44	*	11.11	48.39	60.00	20.97	24.44	62	45
1	45.24	0.00	35.71	18.18	*	40.91	*	40.91	42	22
2	*	0.00	*	20.00	*	50.00	*	30.00	29	20
3	*	8.70	*	17.39	44.83	52.17	*	21.74	29	23
4	*	0.00	*	50.00	*	31.82	*	18.18	21	22
5	*	6.67	*	40.00	*	46.67	*	6.67	19	15
All Grades	22.77	3.40	23.76	23.13	32.67	48.98	20.79	24.49	202	147

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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	67.74	6.67	22.58	77.78	*	15.56	62	45
1	80.95	36.36	*	59.09	*	4.55	42	22
2	62.07	15.00	*	65.00	*	20.00	29	20
3	*	21.74	72.41	47.83	*	30.43	29	23
4	*	22.73	52.38	68.18	*	9.09	21	22
5	*	6.67	57.89	66.67	*	26.67	19	15
All Grades	54.46	17.01	36.14	65.99	9.41	17.01	202	147

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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	46.77	22.22	40.32	53.33	*	24.44	62	45
1	47.62	0.00	45.24	86.36	*	13.64	42	22
2	65.52	5.00	*	80.00		10.00	29	19
3	48.28	43.48	*	56.52	*	0.00	29	23
4	*	77.27	*	18.18	*	4.55	21	22
5	*	66.67	*	20.00	*	13.33	19	15
All Grades	50.00	32.65	39.11	53.74	10.89	12.93	202	146

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	17.74	2.22	69.35	77.78	*	20.00	62	45
1	50.00	9.09	38.10	50.00	*	40.91	42	22
2	*	0.00	48.28	70.00	*	30.00	29	20
3		8.70	51.72	65.22	48.28	26.09	29	23
4	*	0.00	57.14	72.73	*	27.27	21	22
5	*	6.67	*	86.67	*	6.67	19	15
All Grades	21.78	4.08	54.46	70.75	23.76	25.17	202	147

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	27.42	15.56	45.16	37.78	27.42	46.67	62	45
1	38.10	0.00	59.52	72.73	*	27.27	42	22
2	*	0.00	68.97	80.00	*	20.00	29	20
3	*	8.70	58.62	82.61	*	8.70	29	23
4	*	27.27	*	63.64	*	9.09	21	22
5	*	33.33	57.89	60.00	*	6.67	19	15
All Grades	30.69	13.61	54.95	61.90	14.36	24.49	202	147

**Conclusions based on this data:**

1. We could not assess students for ELPAC Summative due to COVID-19, 2019-20 school year
2. Our students continue to struggle with the writing and reading domains.
3. Teachers are becoming more dedicated to designated ELD time.

# 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
297	87.5	44.4	0.3
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	132	44.4
Foster Youth	1	0.3
Homeless	3	1.0
Socioeconomically Disadvantaged	260	87.5
Students with Disabilities	28	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Asian	29	9.8
Filipino	17	5.7
Hispanic	242	81.5
Two or More Races	4	1.3
White	4	1.3

### Conclusions based on this data:

1. More than half our student populations are ELs
2. Most of our students are socioeconomically disadvantaged .
3. We have very few homeless students or foster youth.







# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. We are doing better in ELA than in Math
2. We have improved with chronic absenteeism, but still would like to improve absences.
3. Our school and students are reflective of positive school culture and climate.

# School and Student Performance Data

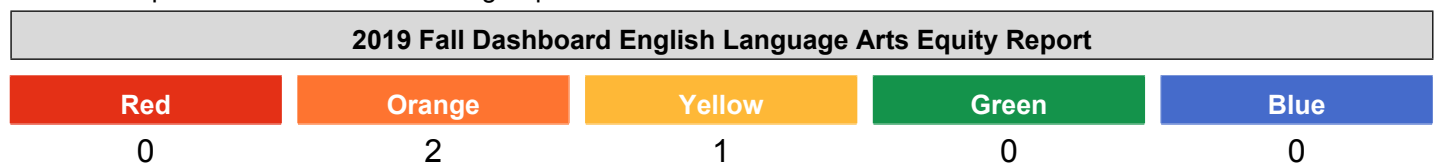
## Academic Performance English Language Arts

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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 4.6 points below standard Increased ++6.1 points 154	 Orange 23.9 points below standard Declined -8.4 points 113	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Yellow 9.3 points below standard Increased ++7.3 points 144	 No Performance Color 98.5 points below standard Declined Significantly -33.9 points 11

### 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 0 Students	 No Performance Color 23.8 points above standard Increased Significantly ++24.6 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.4 points below standard Maintained ++1.4 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students

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
89.4 points below standard Maintained ++0.1 points 57	42.7 points above standard Increased Significantly ++18.7 points 56	41.6 points above standard Increased Significantly ++49.9 points 33

#### Conclusions based on this data:

1. ELs and Socioeconomically disadvantaged students need more intervention and support
2. We need to be diligent about designated ELD time.
3. Teachers need to know the skills the student will be tested and prepare the students to take the test.

# School and Student Performance Data

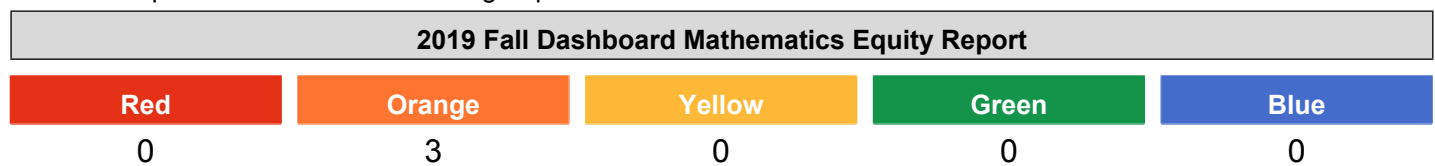
## Academic Performance Mathematics

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		
<b>All Students</b>  Orange 30.9 points below standard Maintained ++2.6 points 154	<b>English Learners</b>  Orange 45.2 points below standard Declined -9.3 points 113	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Orange 36.3 points below standard Maintained ++2.8 points 144	<b>Students with Disabilities</b>  No Performance Color 94.7 points below standard Declined Significantly -44.5 points 11

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 27 points above standard Increased Significantly ++33 2 points 15	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 41.2 points below standard Maintained -2.1 points 132	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b> 	<b>White</b> 

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

<b>Current English Learner</b> 83.9 points below standard Increased ++4 points 57	<b>Reclassified English Learners</b> 5.8 points below standard Maintained ++2.3 points 56	<b>English Only</b> 4.2 points above standard Increased Significantly ++39 4 points 33
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#### Conclusions based on this data:

1. ELs need more support in Math; students are making progress but still below standard.
2. Small group differentiation, and intervention needs to be done to meet the needs of students.
3. Teachers need to know the standards and teach with rigor and high expectations.

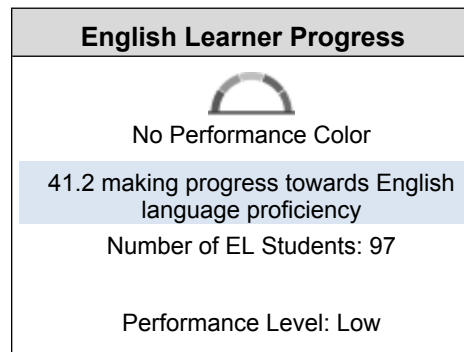
# School and Student Performance Data

## 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
20.6	38.1	2.0	39.1

#### Conclusions based on this data:

1. 41.2 % of students are making progress towards English language proficiency.
2. We need to set a goal of students being redesignated by fourth grade.
3. Teachers need to be diligent about designated ELD time, and consciously teach integrated ELD in all subject areas.

# School and Student Performance Data

## Academic Performance College/Career

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

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

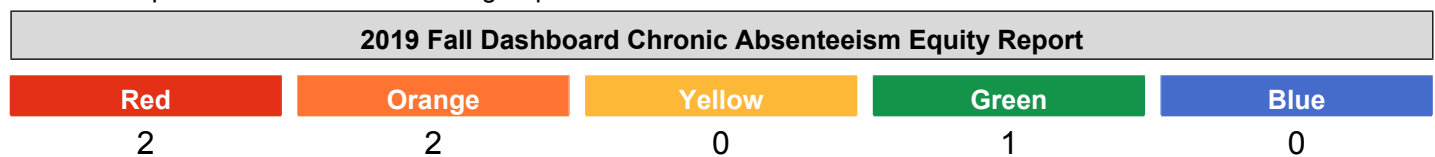
## Academic Engagement Chronic Absenteeism

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







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



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		
<b>All Students</b>  Orange 11 Increased +2.2 363	<b>English Learners</b>  Orange 11.2 Increased +2.2 196	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Red 12 Increased Significantly +3.4 309	<b>Students with Disabilities</b>  Red 21.6 Increased +8.7 37



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Green 2.9 Maintained -0.4 34	<b>Filipino</b>  No Performance Color 11.8 Increased +1.8 17
<b>Hispanic</b>  Orange 11.9 Increased +2.6 302	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

### Conclusions based on this data:

1. Chronic absenteeism has improved.
2. Incentives and awards need to be put in place to encourage students to attend.
3. Dedication in calling families, checking up on students when absent from school repeatedly, and encouraging parents to send students to school.

# 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.

# School and Student Performance Data

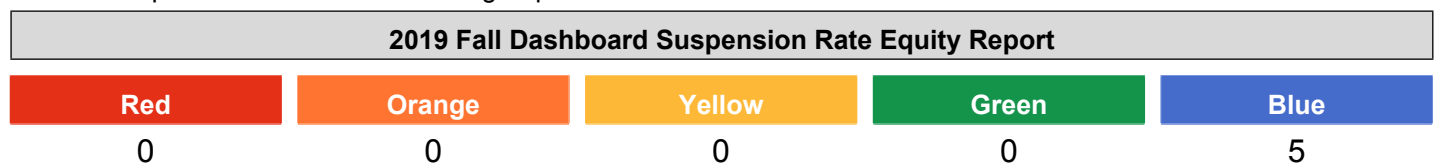
## Conditions & Climate Suspension Rate

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 for All Students/Student Group		
<b>All Students</b>  Blue 0 Maintained 0 382	<b>English Learners</b>  Blue 0 Maintained 0 209	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Reported 1	<b>Socioeconomically Disadvantaged</b>  Blue 0 Maintained 0 325	<b>Students with Disabilities</b>  Blue 0 Maintained 0 37

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 2	<b>American Indian</b>	<b>Asian</b>  Blue 0 Maintained 0 35	<b>Filipino</b>  No Performance Color 0 Maintained 0 19
<b>Hispanic</b>  Blue 0 Maintained 0 317	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 2	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  No Performance Color Less than 11 Students - Data 6

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

#### Conclusions based on this data:

1. School is focussing on SEL, PBIS and Kimochis.
2. Counseling and remediation is immediately offered to students with behavior/emotional issues that may be impacting behavior.
3. Incentives and alternatives offered to students to improve behavior.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

All students will get support to bridge the learning loss during the Covid-19 pandemic. 20% of all our students will be at or above grade level on Fastbridge Math and ELA at the end of the year benchmark. Third, Fourth, and Fifth graders will gain at least 10% on the SBAC Math and ELA.

## Identified Need

Lyndale students need continued emphasis, instruction on rigorous math tasks, math practices and how to read a math problem, understand what is being asked, and how to accurately solve the problem. They need to be taught through close reading, the use of manipulatives, and the use of strategies to solve math problems. EL Students need regular designated and integrated ELD instructions and strategic interventions to support a rigorous, challenging, and innovative learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC and Fastbridge scores	49.5% of students met or exceeded standards in ELA & 36.8% met or exceeded in Math in 2018-19 SBAC. For current year 18% decrease in Tier 3	Improved SBAC Scores by 10% and 20% of our students reach benchmark or above on Fast Bridge scores.

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

## Strategy/Activity 1

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

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

All students will be served.

### Strategy/Activity

Identify and purchase supplemental materials and technology to support academic engagement. Purchase replacement Promethean bulbs, office materials, ink, computers, learning devices, technology supporting audio visual support in classrooms, computer carts. Access to learning through online/adopted programs such as: Fastbridge, enVision Math, Benchmark Advance, Accelerated Reading, Starfall, STAR Reading, Raz Kids, Mathshelf, and other researched based online programs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,227.00	Title I
1650.00	LCFF Supplemental/Concentration

### 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

Schedule events to promote academic rigor and excitement in academic learning. Planned events such as: Math and Science Night, STEAM Showcase, Spelling Bee, Awards Assemblies, Community School of Music and Art, Field Trips, Tutoring, after school interventions, Fifth Grade Science Camp

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,166.00	Title I
1,730.00	LCFF Supplemental/Concentration

### 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

Plan school site's grade level collaboration, ILT, extended duty, sub teachers, conferences, contracted employees. Provide informal and formal teacher PD, classroom walk-throughs, peer planning and coaching, time for the cycle of inquiry. Meet regularly to review students' progress and implement interventions leading to achievement.

#### **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)

6,450.00

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)

All Students

Strategy/Activity

Blended Learning, technology hardware, After school interventions, extended programs. Technology, materials and supplies for early learning.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4,000.00

Source(s)

Title I

#### **Strategy/Activity 5**

##### **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)
	no cost

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

The overall strategy was to ensure a rigorous, challenging, and innovative program that includes a focus on math,ELD and Language Arts during distance learning. Teachers worked with small groups during their asynchronous time. Designated ELD was done every day for 30 mins with targeted students. SEL was incorporated in Morning Meetings. Community School of Music and Art. engaged students in art and music. Students with IEPs got their required services without interruption.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies and activities to meet the goals of the plan.

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.

School Site Council will not make changes to this goal during the 2021-2022 school year.



# 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

25% of students taking ELPAC will be redesignated.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores, number of redesignated students every year	69 students were redesignated in 2016 43 students were redesignated in 2017 39 students were redesignated in 2018	25% or more of our EL students taking the ELPAC will be redesignated. *Students could not take the Summative ELPAC due to COVID-19 ( 2019-20) school year!

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

## Strategy/Activity 1

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

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

English Learners

### Strategy/Activity

Online programs, materials and technology to support English Learners. Purchase and replace LCD bulbs, Promethean pens as needed, laptops, and ipad carts to access learning through Benchmark, Imagine Language and Literacy. Identify and purchase needed supplies, curriculum, materials and technology to support academic engagement. Purchase office materials, ink, computers, computers, ipads, computer carts. Access to learning through internet technology sources such as: enVision Math, Benchmark Advance, Accelerated Reading, Starfall, STAR Reading and other ELD programs and materials..

### 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)

3,320.00

Source(s)

LCFF Supplemental/Concentration

### 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

Plan school site's grade level collaboration and peer observation calendar. Enable teachers to attend off-campus PD if appropriate; review and assess areas of need. Provide informal and formal PD, classroom walk-throughs, peer planning and coaching, time for the cycle of inquiry. Provide time for teachers to review and collaborate on students' progress and implement interventions leading to achievement. Provide food for parent and school 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)

2,000.00

Source(s)

Title I

### Strategy/Activity 3

#### 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)

None Specified

no cost

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Our overall strategy was to provide materials, technology and programs so teachers have the curriculum to instruct our EL students remotely and face to face. We had dedicated designated ELD time daily. We also had professional development during faculty meetings to develop strategies to teach our EL students. Teacher collaboration time was provided during faculty meetings and there were PDs around English Language Development.

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

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

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.

School Site Council will not make changes to this goal during the 2021-2022 school year.

# 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

We will cultivate a positive school culture and climate by encouraging SEL, Growth Mindset, anti bullying and see our students and teachers as agents of change. We will continue to implement PBIS. We will work with Kimochis and practice Culturally and Linguistically relevant pedagogy in daily instruction. All parents will be made to feel, welcome and safe. Parents voice will be highlighted and they will be involved in all decision making. Students will be happy and excited to come to school everyday.

## Identified Need

The need is to have programs that encourages parent participation/ engagements and recognizes the social emotional needs of all our students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Surveys, LCAP Meetings	Approximately 20% of our students do not feel safe at school( feel harassed or bullied)	More students will feel safe, welcome and there will be less bullying reports at school and fewer students will feel they have been bullied.

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

Monthly coffees and food, with timely speakers to support needs of families and to keep families informed ( Virtually and face to face). Schedule events for student and families. Schedule parent meetings, workshops and trainings; encourage on-site parent volunteerism and engagement; create school's webpage so that it is a learning and supportive tool for parents. Implement monthly fire drills and quarterly earthquake drill and be prepared with supplies and procedures and inform staff and families on safety protocols. Maintain Visitor sign-in/sign-out log and have badges for visitors to wear. Involvement with SJPD (the Guardian Program and anti-bullying program).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF Supplemental/Concentration

### 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

Maintain system of identification of students in need of counseling, obtaining parental permission, and scheduling services.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

-no cost- (provided by Counseling interns through school district)

### 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

Consult and support after-school program as needed and identify students in need of after-school. Consult and support before and after-school program for TK and Kinder students. After school tutoring for ELs and help with homework. Little Heroes coach who will help facilitate games and play at breaks/recess.

### 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)
9,700.00	Title I
	-no cost- (provided by ASES)

**Strategy/Activity 4**

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

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

All Students
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**Strategy/Activity**

Think Together/Little Heroes coach will teach and supervise cooperative play yard games and behaviors. Daily focus on our PBIS , Kimochis and Lions Laws to Live By: Live Safely, Live Responsibly, Live Kindly, staff to attend PBIS / Kimochi training.
---

**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)
13,500.00	Title I
1,500.00	LCFF Supplemental/Concentration

**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**

Contracted services to provide a safe school environment, assemblies and field trips that support the curriculum and promote school spirit. Encourage school spirit activities - Spirit Days.
---

**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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3,543.00	Title I
2,750.00	LCFF Supplemental/Concentration

## 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 had monthly coffees at Lyndale (remotely). Front office were open almost the whole year. Parents were encouraged to call /email with questions. There were scheduled device, hotspot and material pick ups. Students were referred for counseling and there was close communication with parents to encourage student participation and attendance. There are incentives and awards for motivation. There were several virtual field trips, drive through celebrations, gift pick ups and assemblies throughout the year

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

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

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

No changes will be made to this goal during the 2021-2022 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

Engage all stakeholders so all students learn in an academically rigorous environment and promotes a positive community.

## Identified Need

Our goal is to continue to encourage family and parent engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and community participation in school activities.	10% participation at distant parent coffee, parent trainings	15% to 25% participation at distant parent coffee, parent trainings

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, Families, and Community

### Strategy/Activity

Communicate with parents frequently and regularly through Parent Square, email and text parents, parent newsletters, parent surveys to inform and involve 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)

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, Families, and Community

### Strategy/Activity

Schedule events for parents and students (virtual/ in-person)

Coffees

Parent Classes

Technology Classes

ELAC

School Site Council

LCAP Meetings

Back-to-School Night

Open House and Art Festival

VAPA Showcases

Parent-Teacher meetings

Workshops and trainings

Encourage parent volunteering

Create school's webpage so that it is a learning and supportive tool for parents

Math and Science Night

STEAM Showcase

### 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)

LCFF Supplemental/Concentration

## Strategy/Activity 3

### 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)

None Specified

## Strategy/Activity 4

### 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)

None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The overall goal was to promote a positive school environment and encourages the involvement of community stakeholders. To meet the goals there were monthly coffees, parent workshop and classes, and opportunities for provide parents with information and helping them to support students in distance learning, with school work and with social emotional and mental health. Parents were notified about school news and activities through Parent Square, newsletters, email, and parent link. Students participated in Art and VAPA Showcases, Parents were notified about special events and invited to attend remotely.

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

There were no major differences between the intended implementation and budget to meet the articulated goal.

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

No changes will be made during the 2018-2019

# 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
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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 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)
	None Specified
	None Specified

## Strategy/Activity 2

### 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)
	None Specified

# 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)
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# 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	\$73,386.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,036.00

## 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	\$68,586.00

Subtotal of additional federal funds included for this school: \$68,586.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental/Concentration	\$12,450.00

Subtotal of state or local funds included for this school: \$12,450.00

Total of federal, state, and/or local funds for this school: \$81,036.00



## Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	68,586	0.00
LCFF Supplemental/Concentration	12,450	0.00

# School Site Council Membership

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

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

Name of Members	Role
Kasturi Basu	Principal
Elena Barron	Classroom Teacher
Andres Ortiz	Classroom Teacher
Jenny Tran	Classroom Teacher
Margarita Perez	Other School Staff
Lorena Alatorre	Parent or Community Member
Jose Luis Diaz	Parent or Community Member
Maria Guadalupe Ruiz	Parent or Community Member
Bertha Gomez	Parent or Community Member
Elizabeth Cervantes	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 6, 2021.

Attested:

Principal, Kasturi Basu on 5/6/2021

SSC Chairperson, Lorena Allatore on 5/6/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto: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](mailto: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](mailto: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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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](mailto: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/>

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