

# 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
Bret Harte Elementary School	19-6433-76011910	November 22, 2022	December 15, 2022

## 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)

- Harte is not a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including CAASPP results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

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.

Through the use of District adopted curriculum and ancillary materials, all students will receive standards-based instruction delivered by highly qualified teachers in a safe and clean school setting. Teachers will administer and review all local and State mandated assessments, as appropriate to the grade, to monitor student progress toward mastery of grade level standards. Informal and formal assessment data is used to provide targeted instruction to students below grade level.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Strengths about the school from the most recent parent responses include:

The Principal communicates regularly; the Principal encouraged a culture of respect; the Principal made parents feel welcome and wanted and was available to parents; parents believed that their children were safe at school and that the Yard Supervisors knew how to keep them safe; adults at the school treat children with respect; that teachers have a passion for teaching; teachers communicated effectively with parents about academic and social progress; and that the school is clean.

Areas of concern from the most recent parent responses include:

The Principal incorporated input from a wide range of stakeholders (58%), seemed to be in tune with the most pressing issues at school (42%); felt the school had a proactive anti-bullying program (53%); provided sufficient resources for supporting students' mental health needs (39%), and school made children aware of resources that could help them (39%).

Visual and Performing Arts surveys are conducted annually via County and District to document arts instruction at the school.

## Classroom Observations

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

During the 2022-23 school year, the Principal will visit every teacher for drop-in visits between 3 and 5 times each semester, leaving a short note for the teacher with each visit. The principal will collect work samples from two grade levels per week six times a year and return the work sample with a note to the teacher with questions or comments regarding the rigor of the work, student performance, or other comments or questions related to the instructional quality of the work. Thirteen teachers are scheduled for formal evaluations this year, in which each teacher will be observed twice during the evaluation cycle, each visit lasting from 30 - 50 minutes. Following the observations, the Principal meets with each teacher to discuss the lesson observed and the district and BTA-approved evaluation rubric. The Principal will also meet with each teacher in the formal observation process in the second semester for a conference to review the summative evaluation document.

## **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)

Bret Harte students in grades 3 through 5 participated in the Smarter Balances statewide testing beginning in the spring of 2015. After CoVID and the shutdown of schools canceled testing in 2020 and SBAC testing in 2021 was abbreviated and scores not released, it is impossible to compare cohort groups. The SBAC in English/Language Arts has four claims areas: Reading: Demonstrating Understanding of Literary and Non-fiction Texts; Writing: Producing Clear and Purposeful Writing; Listening: Demonstrating Effective Communication Skills; and, Research and Inquiry: Investigating, Analyzing, and Presenting Information. In Mathematics, students answered questions in the claims area of Applying Mathematical Concepts and Procedures, Using Appropriate Tools and Strategies to Solve Real World Problems, and Demonstrating the Ability to Support Mathematical Conclusions.

In the most recent administration of SBAC:

ELA

Third grade: 63% of students Exceeded or Met Standards;

Fourth grade: 65% of students Met or Exceeded Standards;

Fifth grade: 74% of students Met or Exceeded Standards

Math

Third grade: 58% of students Met or Exceeded Standards

Fourth grade: 54% of students Met or Exceeded Standards

Fifth grade: 44% of students Met or Exceeded Standards

Sub-group scores: ELA

Socio-economically disadvantaged students:

5th grade: 30% of students scored Met or Exceeded Standards

4th grade: 79% of students scored Met or Exceeds Standards, an increase of 16% of students in this cohort's score in 2018.

3rd grade: 60% of students scored Met or Exceeds Standards, an increase from the previous third grade's performance.

Socio-economically disadvantaged students perform below the averages of whole grades compared to students not socio-economically disadvantaged.

English Learner students:

Statistically not a significant group

Students with Disabilities:

5th grade: XXXX% of students scored Met or Exceeds Standards, a decrease of XXXX% for the cohort's math score in 2018.

4th grade: XXXX% of students scored Met or Exceeds Standards, an increase of XXXX% of students in this cohort's score in 2018.

3rd grade: XXXX% of students scored Met or Exceeds Standards, an increase of XXXX% from the previous third grade's performance.

Socio-economically disadvantaged students perform below the averages of whole grades compared to students not socio-economically disadvantaged.

Mathematics, all students:

Third grade: 66% of all students Met or Exceeded Standards an increase of 5% from 2018; in 2018, 61% of students Met or Exceeded Standards; in 2017, 59% Met or Exceeded; in 2016, 44% Met or

Exceeded; in 2015, 34%, Met or Exceeded Standards;  
The total change from 2015 is an increase of 32%, from 34% Met and Exceeded Standards to 66% this year.

Fourth grade: 63% of students Met or Exceeded Standards; in 2018, 66% of students Met or Exceeded Standards; in 2017; 38% Met or Exceeded Standards; in 2016, 53% Met or Exceeded Standards; and, in 2015, 36% Met or Exceeded.

The total change in the percentage of students who met or exceeded standards between 2015 and 2019 is 27%, from 36% to 63%.

Fifth grade: The percent of students scoring at Met Standards or Exceeded Standards was 49%, an increase of 9% from 2018; in 2018, 37% Met or Exceeded Standards; in 2017, 41% Met or Exceeded Standards; in 2016, 36% Met or Exceeded Standards; and, in 2015, 40% Met or Exceeded Standards.

The total change in percent of students who met or exceeded standards from 2015 - 2019 is an increase from 40% to 49%.

Sub-group scores: Math

In Mathematics:

Hispanic subgroup:

5th grade experienced an increase in the percent of students who scored Met and Exceeds Standards, from 27% - 33%, but a decrease of 22% for the cohort's Math score in 2018.

4th grade: 58% percent scored at Met or Exceeds Standards, but a decrease of 2% for the cohort's Math scores in 2018.

3rd grade: 59% of Hispanic students scored Met or Exceeds Standards, which is commensurate with last year's third-grade class.

Overall, Hispanic students perform below the averages of whole grades.

Socio-economically disadvantaged students:

5th grade: 30% of students scored Met or Exceeds Standards, a decrease of 18% for the cohort's math score in 2018.

4th grade: 79% of students scored Met or Exceeds Standards, an increase of 16% of students in this cohort's score in 2018.

3rd grade: 60% of students scored Met or Exceeds Standards, an increase from the previous third grade's performance.

Socio-economically disadvantaged students perform below the averages of whole grades compared to students not socio-economically disadvantaged.

English Learner students:

5th grade: of 4 students, 25% scored Met or Exceeded Standards, 75% Nearly Met

4th grade: of 5 students, 60% scored Met or Exceeded Standards, 20% Nearly Met and 20% Did Not Meet

3rd grade: of 4 students, 25% scored Met or Exceeded Standards, 75% Nearly Met

English Learners perform below the average of whole grades and below the average of English Only students.



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

Bret Harte students' academic progress is also measured by local assessments administered at the beginning of the school year, in December, and at the conclusion of the school year. These assessments include iReady in Language Arts and mathematics. iReady ELA reports include scores in phonological awareness, phonics, vocabulary, comprehension of informational text, and comprehension of literature. iReady Math reports include scores in number sense, algebra, algebraic thinking, and geometry. The reports provide an overall scale score and skills in individual performance areas.

Local assessments include the beginning of the year, middle of the year, and end of year assessments in Language Arts and math. Teachers access the scores and achievement data through an online program that provides disaggregated results of assessments by the student, by standard, and by subgroups.

In grade-level groups, teachers will review the results of assessments in iReady, ELA, and math, to use results to find students who are struggling toward grade-level proficiency and to plan instructional supports for students. Additionally, each grade level will develop end-of-year goals based on the beginning-of-year assessment results.

The Principal, Curriculum Specialist, and teachers review student, class, and grade-level assessment results regularly. Additionally, the subgroups' scores of English Learners, Hispanic, and students receiving Special Education services are regularly assessed. While it is possible to disaggregate scores for students who are Economically Disadvantaged as determined by qualifying for Free or Reduced Lunch, it is impossible to connect scores to individual students when considering targeted instruction and interventions.

Bret Harte is in the seventh year of using the iReady computer-based Language Arts intervention. After an initial diagnostic assessment, students work on their individual pathways for a minimum of 45 minutes a week. While the model varies, most classrooms' Language Arts instruction combines time for students on iReady with small group instruction using Benchmark Advance, the district-adopted curriculum, and leveled books which allow teachers to work with leveled groups to provide instruction to address individual student's needs as identified through iReady assessment, teacher assessment, daily work reflection. The diagnostic assessment is again given at the end of the first and second trimesters. Students take a final diagnostic at the end of the school year to measure growth.

All teachers regularly use formative assessments to monitor student progress toward standards mastery and to guide instruction. Pre-tests are used in some areas, especially mathematics. Summative assessments include chapter and unit tests that in many grades are common to the grade level.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All Bret Harte teachers meet the requirements for qualified staff under the ESEA/ESSA guidelines (State credentials). Instructional assistants also meet ESEA/ESSA requirements (District testing).

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

Bret Harte meets the sufficiency requirements of credentialed teachers and use State-adopted textbooks. Harte meets Williams Compliance.

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

Staff development is designed to address the California State Standards and Standards for Professional Teaching. Site professional development will include regular staff meetings on curriculum, instruction, and assessments.

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

Professional Development for all elementary schools is planned, executed, and overseen by two Assistant Superintendents and the Director of Elementary Education. Elementary Principals provide input regarding the direction and vision for the plan of professional development. Funding through LCAP has been provided this year for the principal and teachers to design professional development specific to site needs. The Bret Harte Principal will collaborate with the Curriculum Specialist and teachers to create training and collaboration opportunities for teachers to share their expertise, create new common core-based lessons and assessments, and provide support for instructional change. In particular, Harte teachers will be trained in strategies to aid students' social-emotional learning and adjustment to the return to in-school learning. All GATE teachers have participated in 12 hours of district-led professional development during the year; additional GATE training will be available for teachers who have not yet completed the training.

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

Grade-level teachers meet formally monthly to discuss curricular and instructional concerns related to their grade level. Teachers also meet informally throughout the week to collaborate on methods to deliver standards-based and engaging instruction in distance learning.

Teacher Data Chats and Interim Assessment Review Protocols: Due to a decrease in funding, grade-level teams engage in “Data Chats” during Faculty and grade-level meetings. In Data Chats, teachers analyze results from local (District, site-based) and State data in-depth in order to discover programmatic trends, as well as specific student needs. In addition to reviewing interim assessment data from iReady and district benchmarks by grade level, students' scores were also compared to how students at each grade level performed in English Language Arts and in Math from the previous year. After mid-year District assessments are administered, teachers will again meet to review data and to create instructionally appropriate groupings of students for targeted instruction. They study student progress and review the groups in which students are placed according to instructional needs. Grade-level teacher teams discuss targeted students and ways in which the instructional program and pacing can be modified to ensure all standards are receiving the most effective teaching.

Bret Harte began using Curriculum Associates' iReady (publisher of new ELA adoption Benchmark Advance) in the school year 2016-17. iReady is an online instructional program that begins with a diagnostic assessment and then places students on an instructional pathway. Curriculum Associates provided two training sessions last year to introduce teachers to the use and features of the program, and then to present to teachers in September about using the results of the diagnostic tool to plan instruction.

## Teaching and Learning

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

At Harte, the curriculum, instructional program, and materials are all aligned with the State Standards for each required subject matter, at all grade levels. District (teacher) developed common assessments are developed and utilized to ensure that teachers are providing curriculum and instructional programs that are paced in a manner such that all students have the opportunity to master the content standards by the end of the year. Student progress is monitored by the collection of benchmark assessment data, as well as proficiency rates and CAASPP results.

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

All students must be provided the opportunity to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements.

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

ELA lesson pacing guides are embedded in the Benchmark materials, and the work by District TOSAs has provided support to teachers on implementing ELA Benchmark Advance and Houghton Mifflin Go Math. As math instruction is a district-wide focus, ongoing training, professional development, and review of standards will guide pacing and instruction throughout the year. Intervention is occurring during ELA and Mathematics instruction by instruction to small groups of students by the teacher or a Response to Intervention teacher. The ELD instructional assistants also provide small group intervention.

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

All students have State Board of Education adopted, standards-based instructional materials appropriate to all grade levels.

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

Benchmark Advance materials are in the sixth year of implementation for English Language Arts instruction.

We are in the seventh year of implementation of the math curriculum, Houghton Mifflin's "Go Math." A close examination of the Go Math materials was undertaken and a "blueprint" of materials was created to inform teachers of topics in Go Math to skip and what needs to be supplemented. Links are provided from various other math sources to fill gaps in Go Math. TCI Social Studies Curriculum in its first year of use.

## Opportunity and Equal Educational Access

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

Intervention: The emphasis of a Response to Intervention (RtI) is to provide specific and timely support to students who are not achieving at grade level in specific skill areas. In grades 1 through 5, students began the year by working on Curriculum Associates' iReady software once a week for a minimum of 45 minutes via laptop carts in their classrooms. An itinerant teacher supports the classrooms with both technical and instructional support. After completing an initial diagnostic test, students are placed on a pathway of activities and instruction to support their academic growth and mastery of grade-level skills. Students may be placed in a pathway below or above their grade level. The diagnostic tool allows us to identify students who are lacking or need support in discrete skills to be grouped with other students in the grade level for targeted instruction. Teachers may do small group instruction in their classroom, or small groups may be instructed by the itinerant teacher. Grades Kindergarten through 4th grade each have a laptop cart they share for iReady and Language Arts instructional time. The combination 3rd/4th grade class has a cart for their own use, and the fifth grade has two carts. During this extended time, teachers are meeting with small groups of students, using leveled materials from Benchmark Advance.

Kindergarten students who are lacking in academic or social skills receive 20-25 minutes of direct instruction twice a week as a pull-out from their regular kinder classroom. A credentialed teacher provides instruction to small groups of kindergarten students in essential kindergarten skills so they may be closer to achieving at grade level when they finish kindergarten.

Bret Harte provides Tier 2 intervention which means students are placed in small groups and are provided targeted instruction. In order to begin implementation of RtI, we used criterion-based and/or norm-referenced assessments to determine which students are or are not meeting the expected grade level benchmarks. In order to best serve the needs of our students, we have hired a credentialed teacher who supports our grade level RtI rotations for four hours a day, five days a week. Currently, first, second, third, and fourth grade students participate in Power Hour/RtI. The targeted skills and instructional materials used for RtI vary from phonics to reading comprehension depending on the need of the grade level.

RtI Materials: iReady

Benchmark Advance leveled materials and teacher-created materials are used in all classrooms.

### Evidence-based educational practices to raise student achievement

Curriculum Associates' iReady is a research-based program that is used for whole-class Language Arts Instruction as well as small-group and targeted instruction. It is used in all classrooms in grades Kindergarten through 5th.

iReady is a researched-based program that is used in Kindergarten through 5th grade in Language Arts, and in 5th grade for math instruction.

Teachers use Kagan Cooperative Learning strategies in their classrooms to facilitate structured group work, support student growth and maturity, allow students to engage in regular speaking and listening with peers, and enhance understanding of subject matter.

## Parental Engagement

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

Under-achieving students are supported in their classroom through small group instruction and via the iReady program.

Parent support at Bret Harte, in the form of the PTA and Fundraising Committee, provides additional assets and resources for the school and students. Bret Harte's PTA and Fundraising Committee have donated funds to the school to purchase new laptop carts, mice, and headphones several times to supplement the carts provided by the district. Additionally, PTA and FRC have donated a color printer, 4 picnic tables and umbrellas, funding for a five-week drama program, and funding for the Science Coach. PTA funding ensures that every student in every grade will have the opportunity to attend an educational field trip. Additionally, they have funded library computers, a theater class, a science coach, a laptop cart, a printer, and other services and goods that support every child in the school. PTA funding will provide music instruction for all students in Kinder through 3rd grade, who don't receive district-funded music instruction. A four-week gardening rotation is provided by PTA funding, as is a 4-week art instruction course for all grade levels.

Advisory committees (ELAC, School Site Council) and Bret Harte Teachers were involved in the analysis of achievement data, taking note of the trends that have occurred in students' test results. Upon identifying under-achieving students, targeted instruction, intervention, and supplemental learning opportunities are devised to support these students. Parents are offered a wide variety of parent involvement opportunities at Bret Harte. The principal regularly shares information about the instructional program and assessments with the PTA Booster Club, English Learner Advisory Committee, and School Site Council. Room Parents are increasing contact and involvement of all parents in classrooms with an emphasis on closing the achievement gap.

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)

Parent representatives involved in School Site Council and ELAC work with school staff to continually monitor the effective implementation of the Single Plan for Student Achievement. Information about academic progress, progress toward goals, data, and other instructional trends will be shared regularly. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give recommendations regarding the achievement of English Learners. Bret Harte's achievement data is made available to all parents in writing by sending home information in the monthly newsletter or via the weekly packet.

## Funding

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

Title III funds are the only source of categorical funding. These funds will be used to acquire materials for each grade level of ELs and to purchase the ancillary materials called Hello! from Benchmark, our adopted ELA curriculum. Hello! Benchmark has targeted instruction for newcomers. Additionally, Title III will fund parent education sessions, targeted at familiarizing parents with math instruction. Harte's allocation of Title III funding for the school year 2021-22 is \$2984 Immigrant funding is \$ 294.

Harte also receives LCFF-supplemental grant funds for Mathematics intervention, English/Language Arts (for Rtl), and for English Learners.

## Fiscal support (EPC)

Our site's federal Title III funding is listed in section VII, appendix C of this document. The amount is: \$2,723 for interventions, professional development, or materials; and \$426 for parent engagement. Harte's LCAP Supplemental funding for 2022-233 totals \$42,388. Harte has been allotted \$19,760 in Educator Effectiveness funds.

## 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 met 4 times between August and December 2022 to review achievement data including SBAC results from Spring 2022, end-of-year iReady results in Reading and Math, and beginning-of-the-year 2022 iReady results in Reading and math. The SSC was provided with last year's SPSA to review and with the current plan as it was updated to review changes.

The School Site Council is comprised of parents who are elected to serve in two-year positions. Teachers are also elected for their positions, and there is one classified staff member (elected), and the Principal.

## Resource Inequities

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

Bret Harte Elementary School is annually only a few students away from the percent required for the school to receive Title I funding. Thus the school is impacted by low socio-economic students but is not funded for their needs. Additionally, while other schools have robust fundraising parent groups which raise well over \$100k, Bret Harte's parent groups do not raise that much money. The money raised at other schools funds various assistants (i.e., assistant to the Curriculum Specialist, a PE assistant), materials (art, STEAM lab supplies), and programs. The gap between the fundraising for these schools and Bret Harte creates an inequity in our offerings and programs.

All funds to the school are allocated on a per pupil basis.

All teacher staffing meets comparability requirements.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.2%	2.0%	1.32%	13	11	7
Asian	2.37%	3.1%	4.35%	14	17	23
Filipino	3.05%	3.6%	5.29%	18	20	28
Hispanic/Latino	36.38%	35.4%	35.73%	215	197	189
Pacific Islander	0%	%	%	0		
White	43.32%	42.6%	40.08%	256	237	212
Multiple/No Response	7.11%	7.6%	7.75%	42	42	41
	<b>Total Enrollment</b>			591	556	529

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	124	86	85
Grade 1	93	95	87
Grade 2	95	97	86
Grade3	96	91	91
Grade 4	98	95	92
Grade 5	85	92	88
<b>Total Enrollment</b>	591	556	529

### Conclusions based on this data:

1. Enrollment is in decline resulting in a reduction to three Kindergarten classrooms.
2. A Transitional Kindergarten class was added in school year 2022=23.
3. A fourth Language Enriched Autism Program classroom was added increasing the potential number of students in this program to 48.

# 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	35	33	31	6.0%	5.6%	5.60%
Fluent English Proficient (FEP)	59	56	35	10.1%	9.5%	6.30%
Reclassified Fluent English Proficient (RFEP)	15	8	3	29.4%	22.9%	0.50%

### Conclusions based on this data:

1. The percent of students classified as Limited English Proficient is decreasing at Harte.
2. Nearly 9.1% of ELs were reclassified as proficient in 2020-21.
3. 31 students were identified as English learners in 2020-21.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>529</b>	<b>24.6</b>	<b>6.0</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bret Harte Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	32	6.0
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.2
<b>Socioeconomically Disadvantaged</b>	130	24.6
<b>Students with Disabilities</b>	75	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	7	1.3
<b>American Indian</b>		
<b>Asian</b>	23	4.3
<b>Filipino</b>	28	5.3
<b>Hispanic</b>	189	35.7
<b>Two or More Races</b>	41	7.8
<b>Pacific Islander</b>		
<b>White</b>	212	40.1

**Conclusions based on this data:**

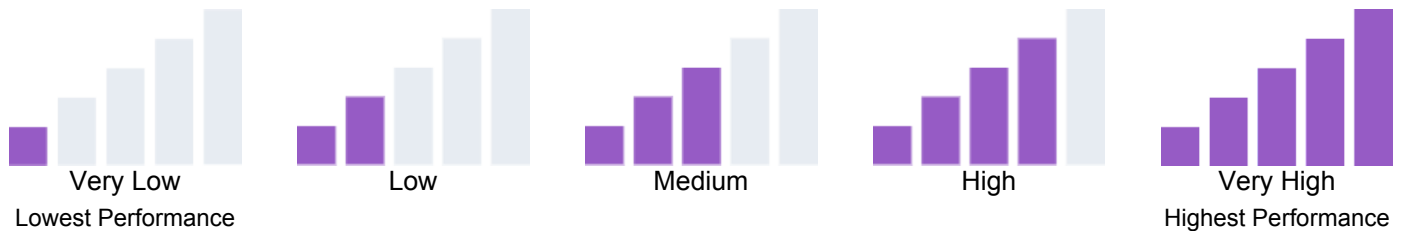
1. Almost one-fourth of the students qualify for Free/Reduced lunch, and the school does not qualify for Title I funding and meet the 35% minimum requirement.
2. The largest ethnic group is Hispanic with 35.7%, 189 students.
3. The subgroup of Homeless is not significant, and the Homeless subgroup is a very small minority of students, less than 1%.

# School and Student Performance Data

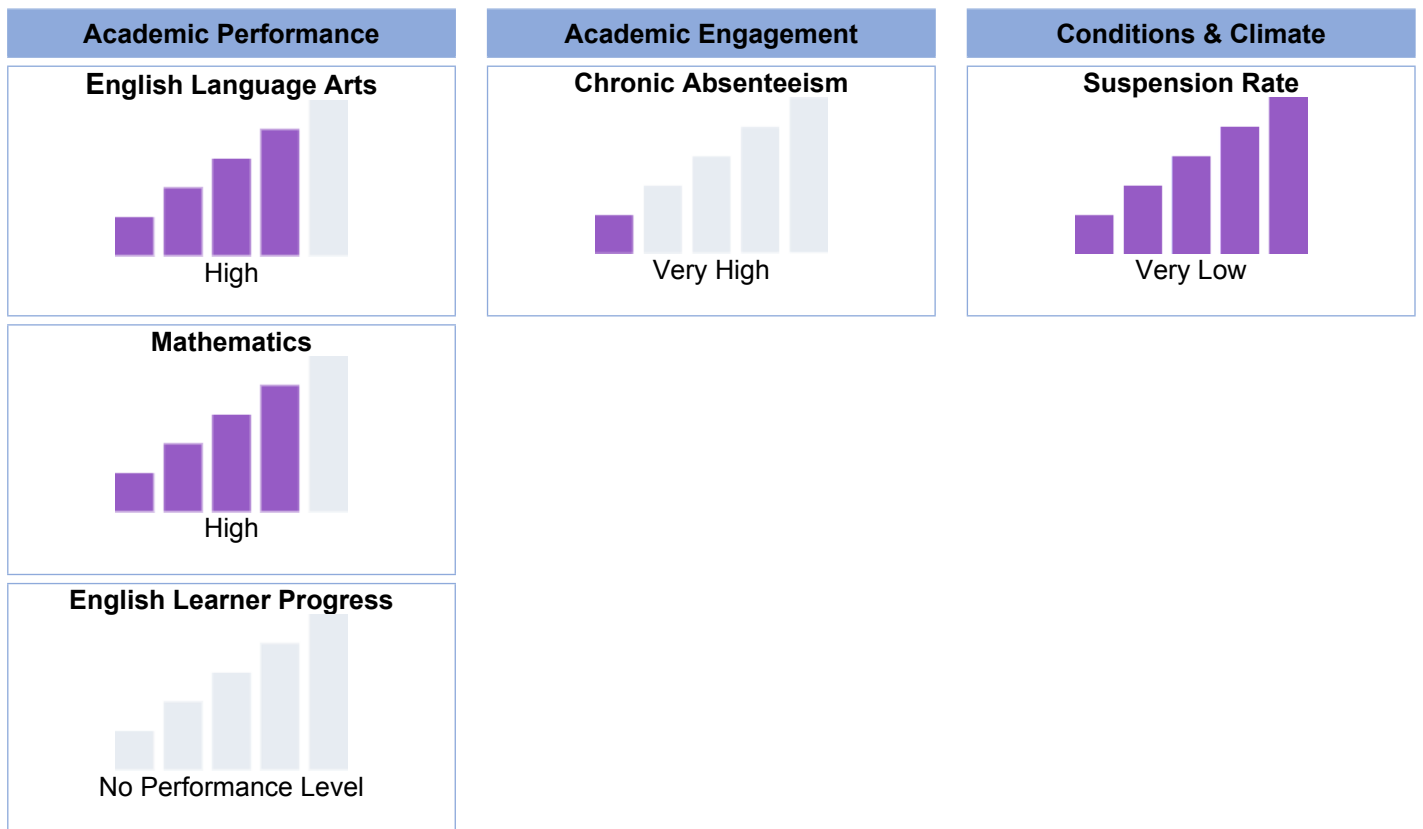
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Chronic absenteeism is an area that needs attention.
2. The suspension rate is not an area that needs attention.
3. Achievement in the academic areas of Language Arts and Mathematics are areas of strength.

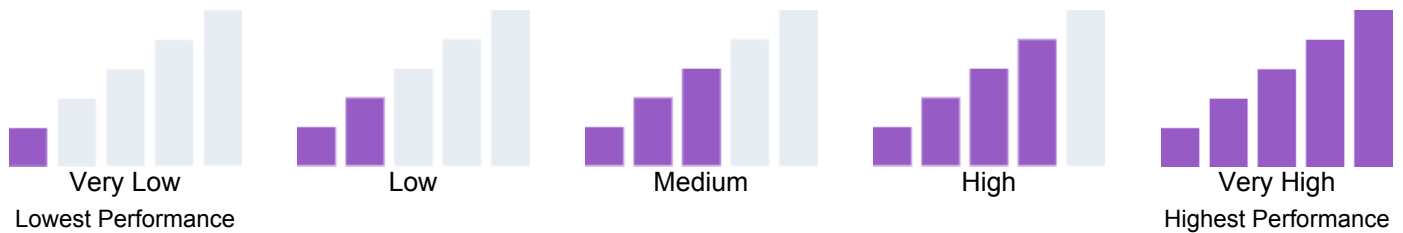


# School and Student Performance Data

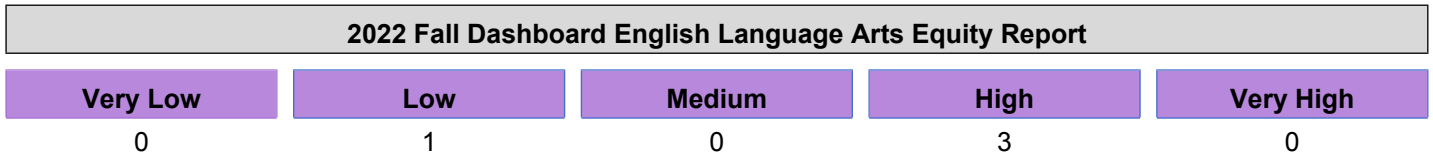
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

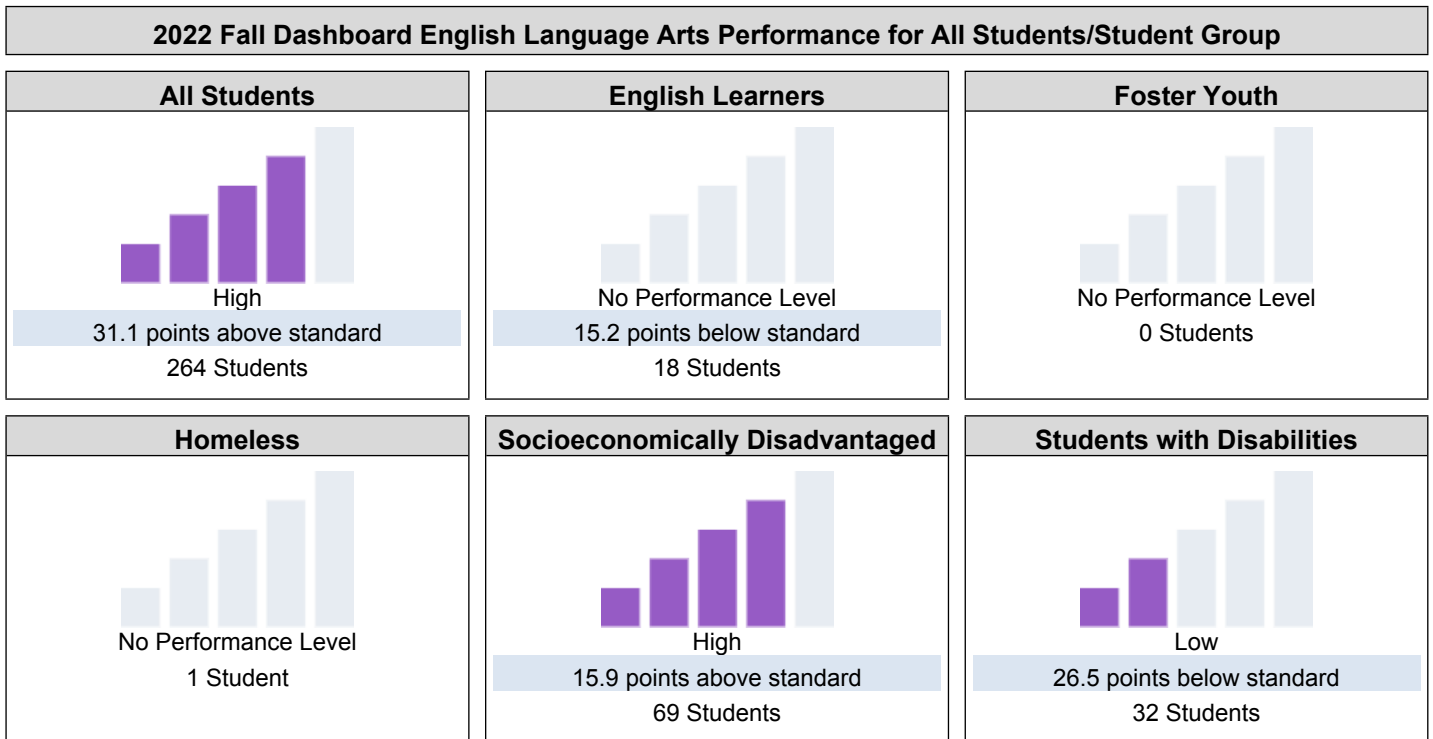
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



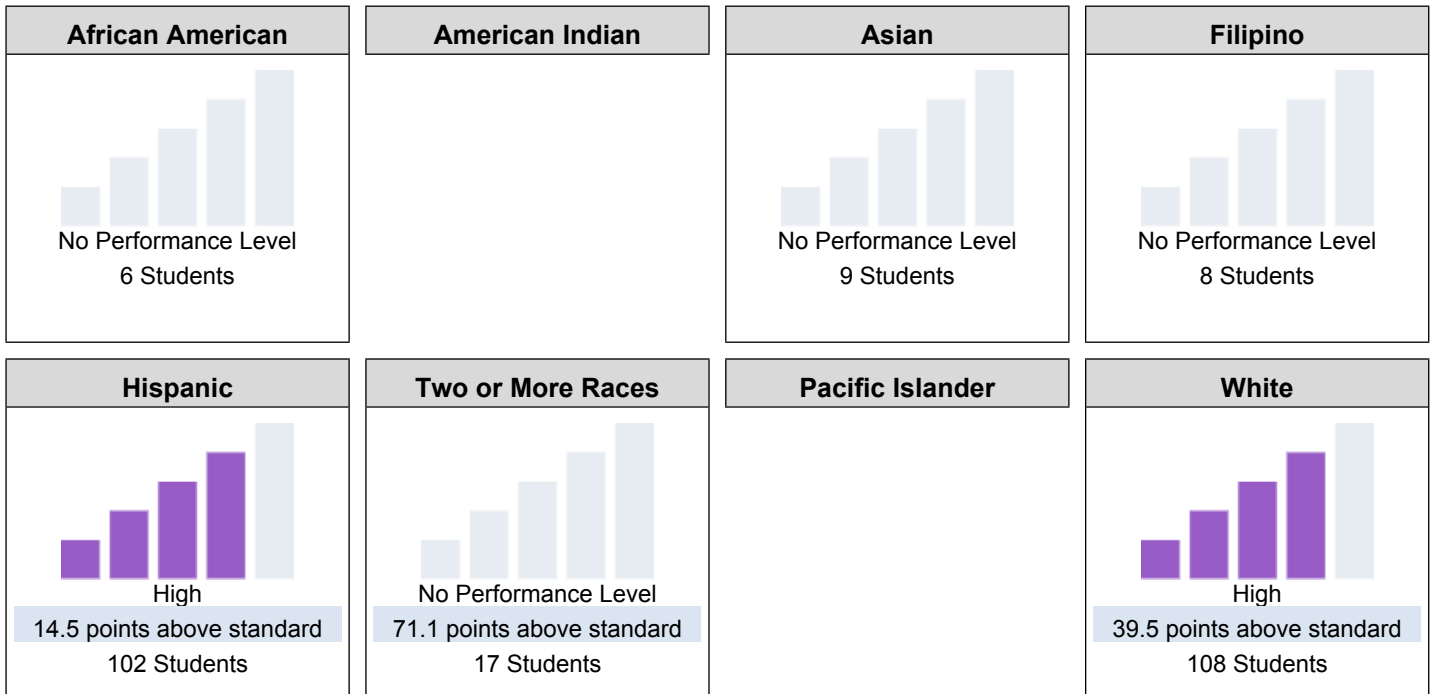
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
8 Students	10 Students	34.3 points above standard 232 Students

**Conclusions based on this data:**

- The overall ELA score increased by 12.1% and is 31.1 points above standard.
- Students with Disabilities is an area that needs to be studied and a plan for remedy developed.
- All other reported subgroups are in the High range.

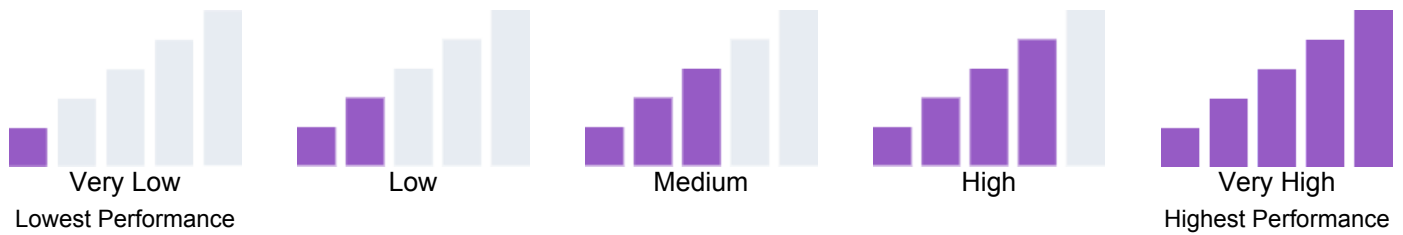


# School and Student Performance Data

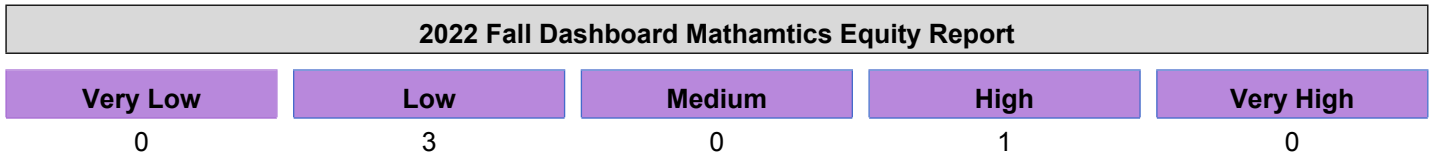
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

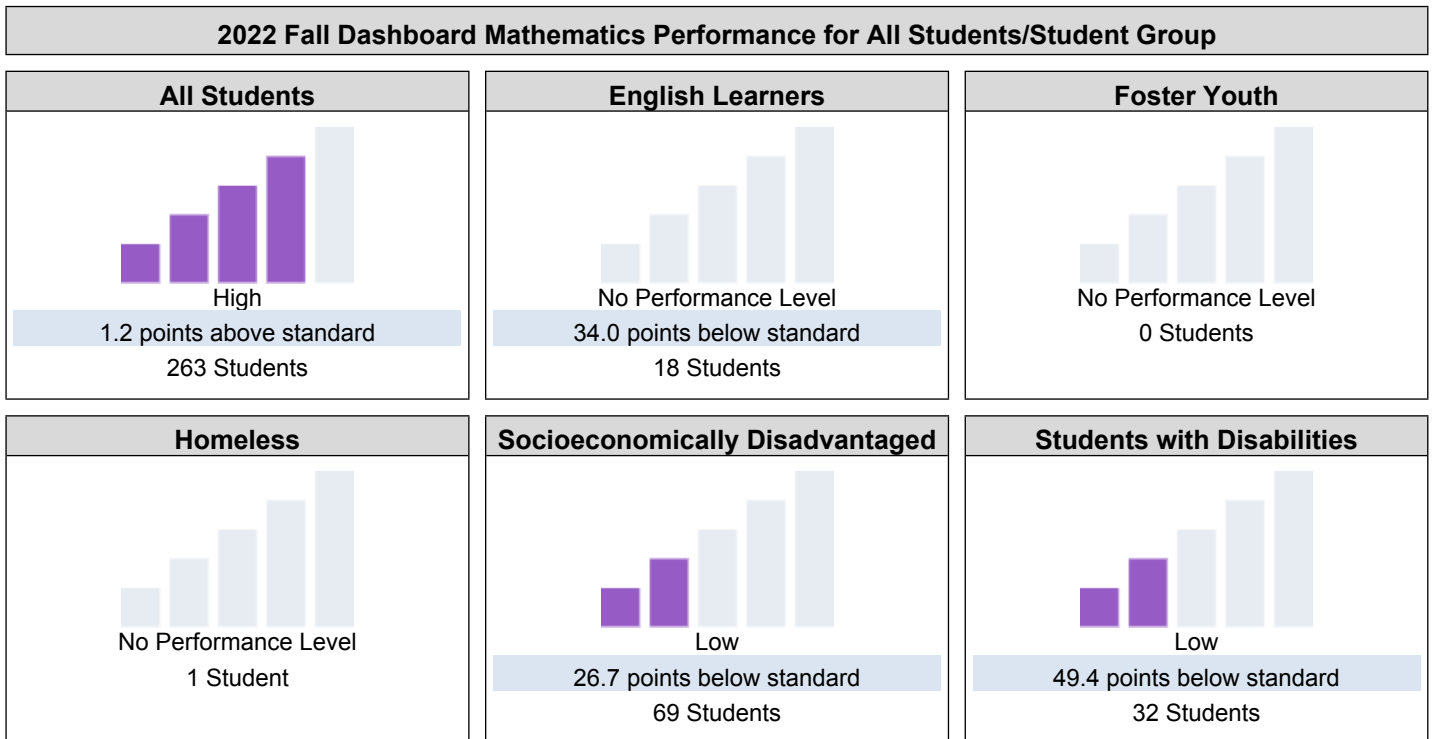
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



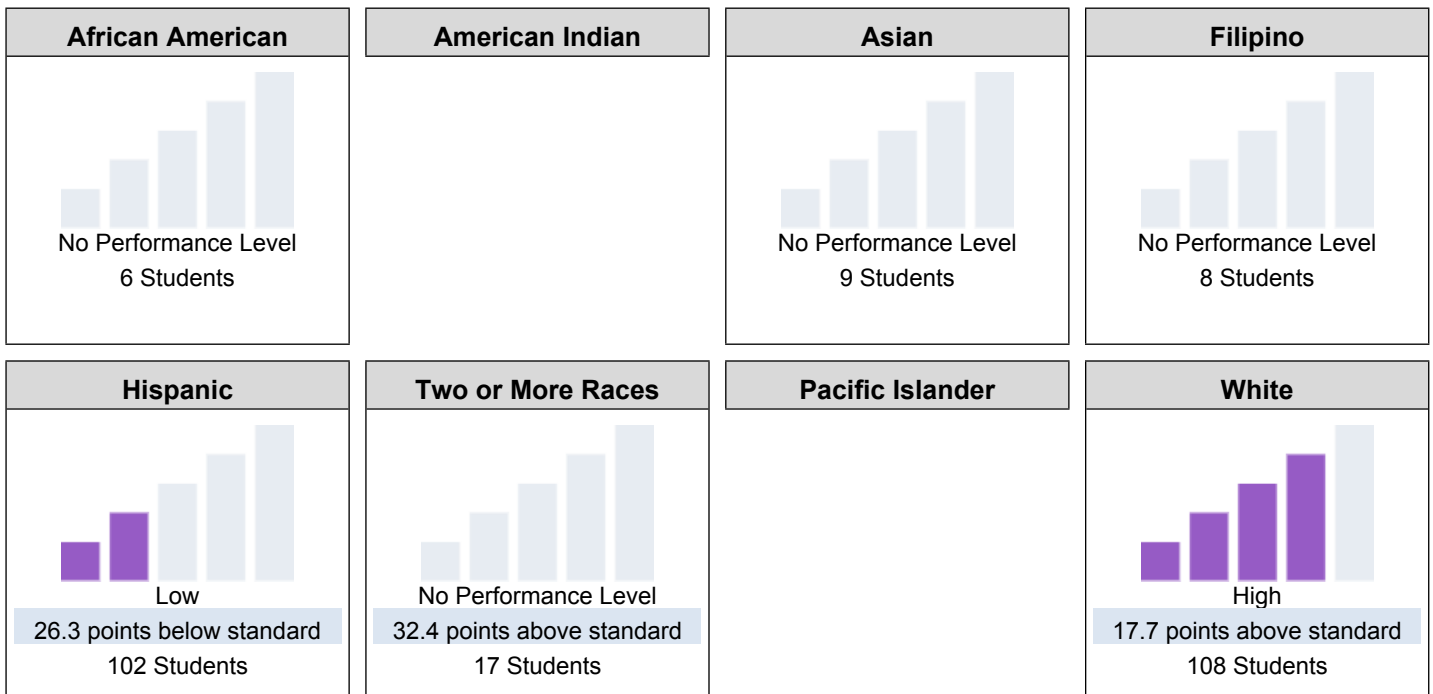
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	10 Students	4.3 points above standard 231 Students

**Conclusions based on this data:**

1. The All Student subgroup is in the High range and is 1.2 points above standard.
2. The subgroups Hispanic, SWD, and SED are in the low range and need to be studied and a plan for remedy be developed.
3. Math achievement in general needs to be studied and a plan for improvement be developed to avoid future potential issues.

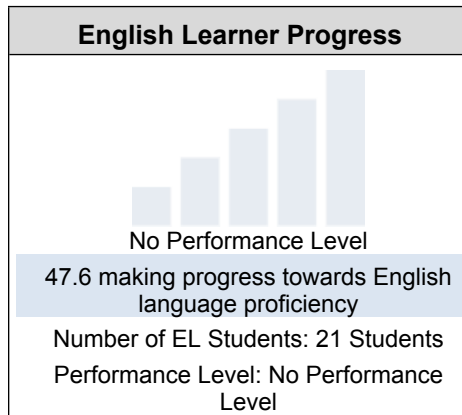
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	9	1	9

#### Conclusions based on this data:

1. There are two students at the decreased one ELPI Level.
2. Most ELs were in the maintained (9 students) and progressed (9 students) levels on the ELPI.
3. Of the 21 ELs, 9 are at the progressed level.

# School and Student Performance Data

## Academic Performance College/Career

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

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

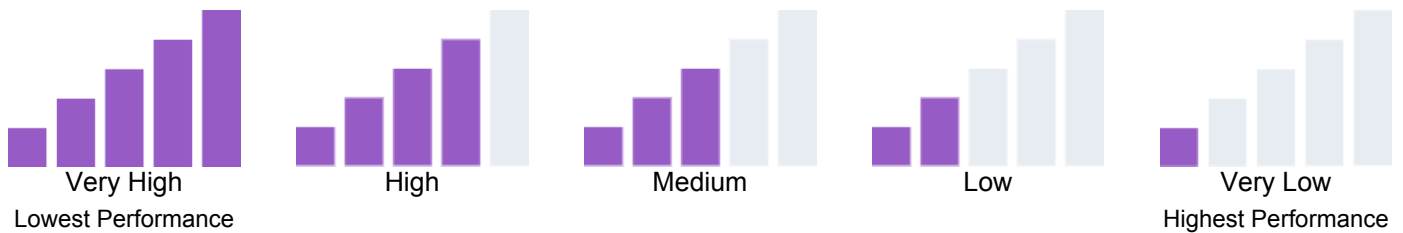
1.

# School and Student Performance Data

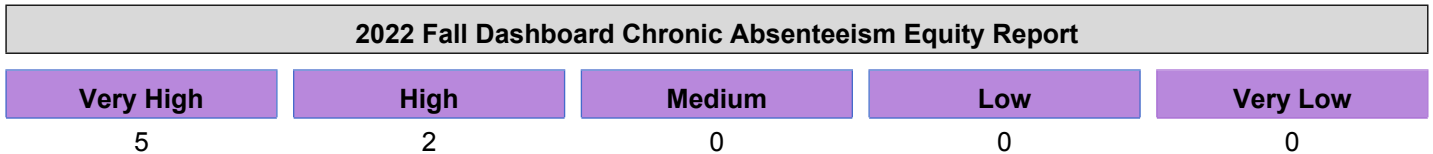
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

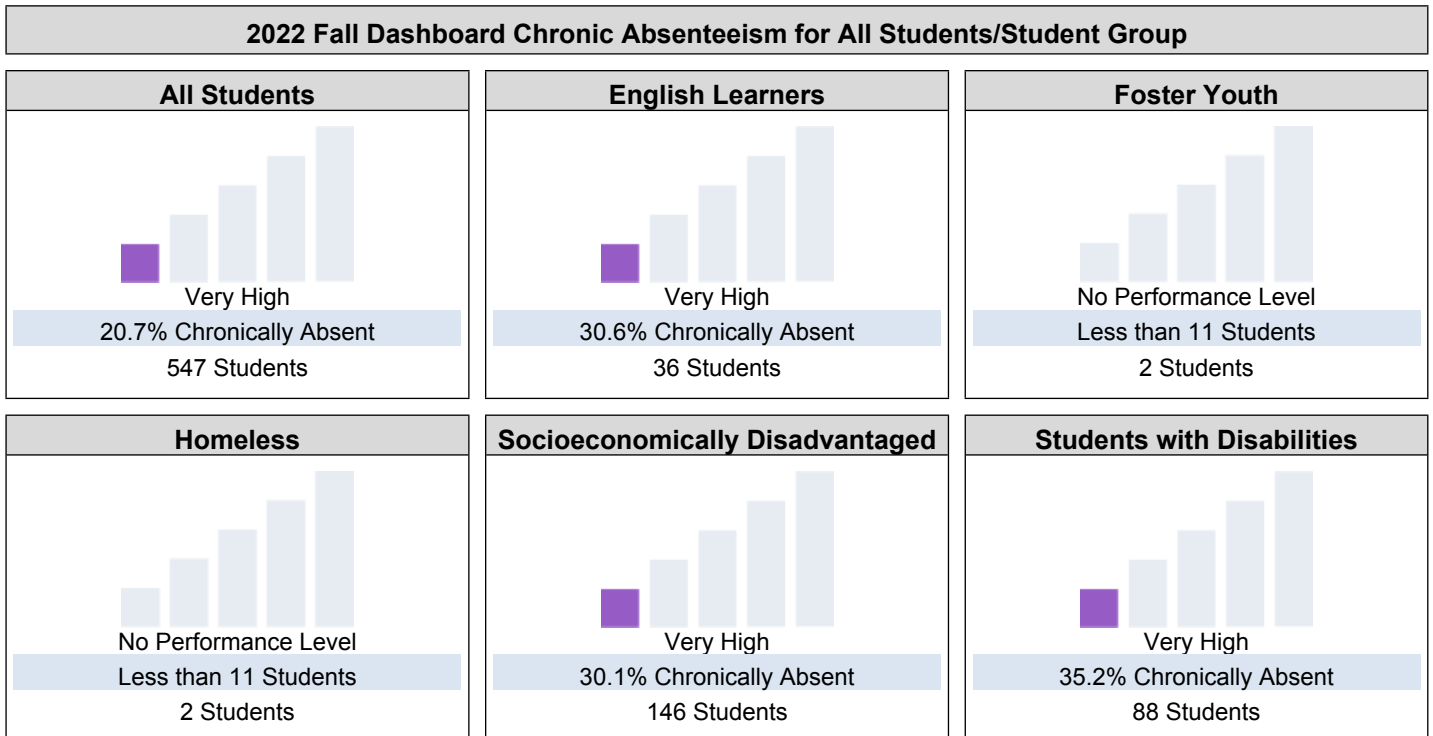
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



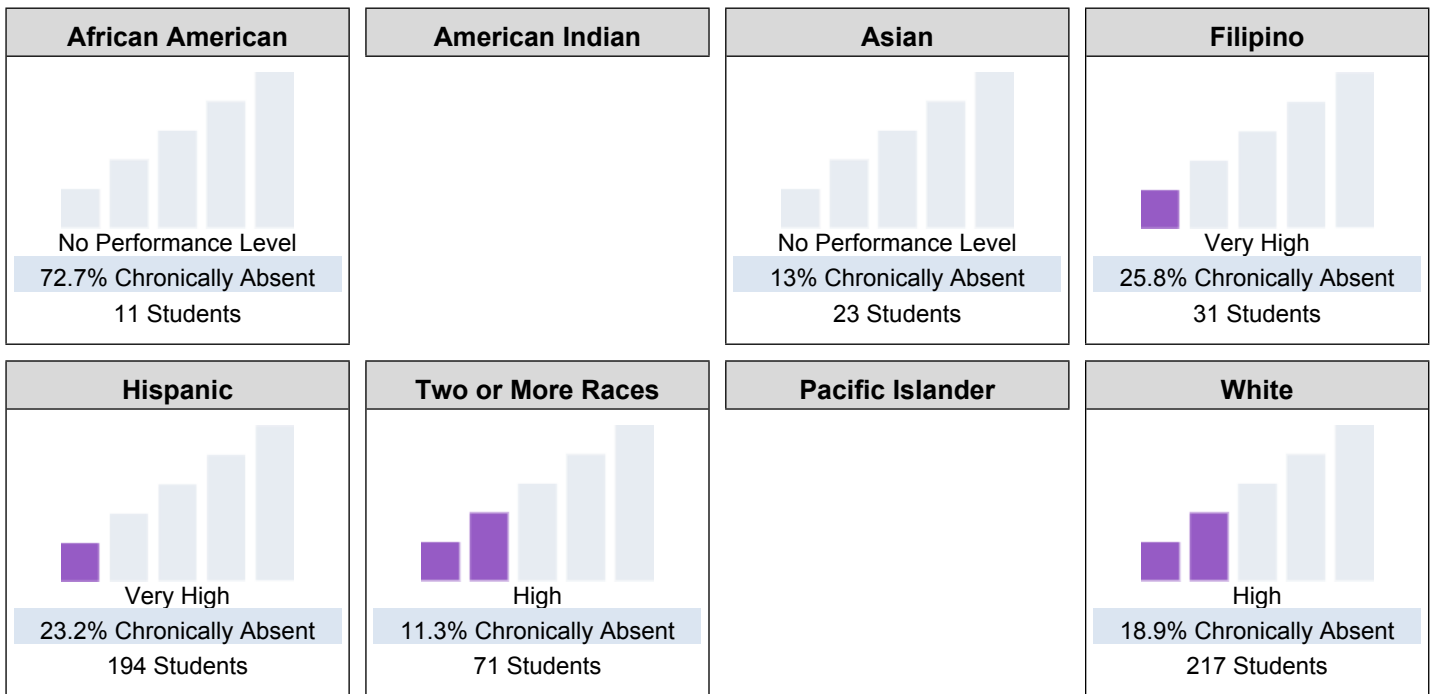
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- 20.7% of students are considered Chronically Absent.
- Students with Disabilities, English Learners, Hispanic students and Students with Disabilities subgroups are in the Very High range. This needs to be studied and a plan developed to address chronic absenteeism.
- Students of two or more races and in the white subgroup are in the High range. This needs to be studied and a plan developed to address chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

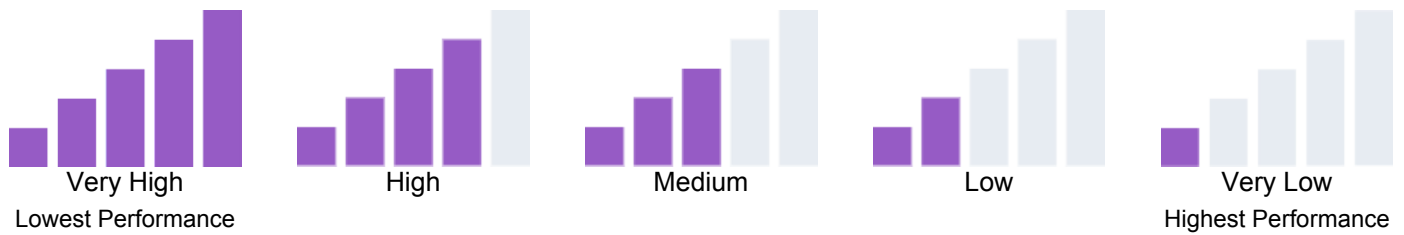
- 1.

# School and Student Performance Data

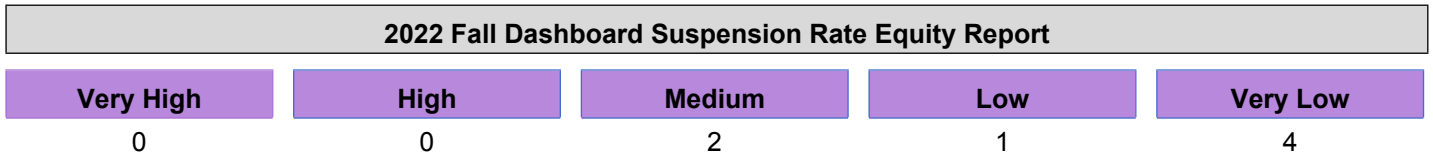
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

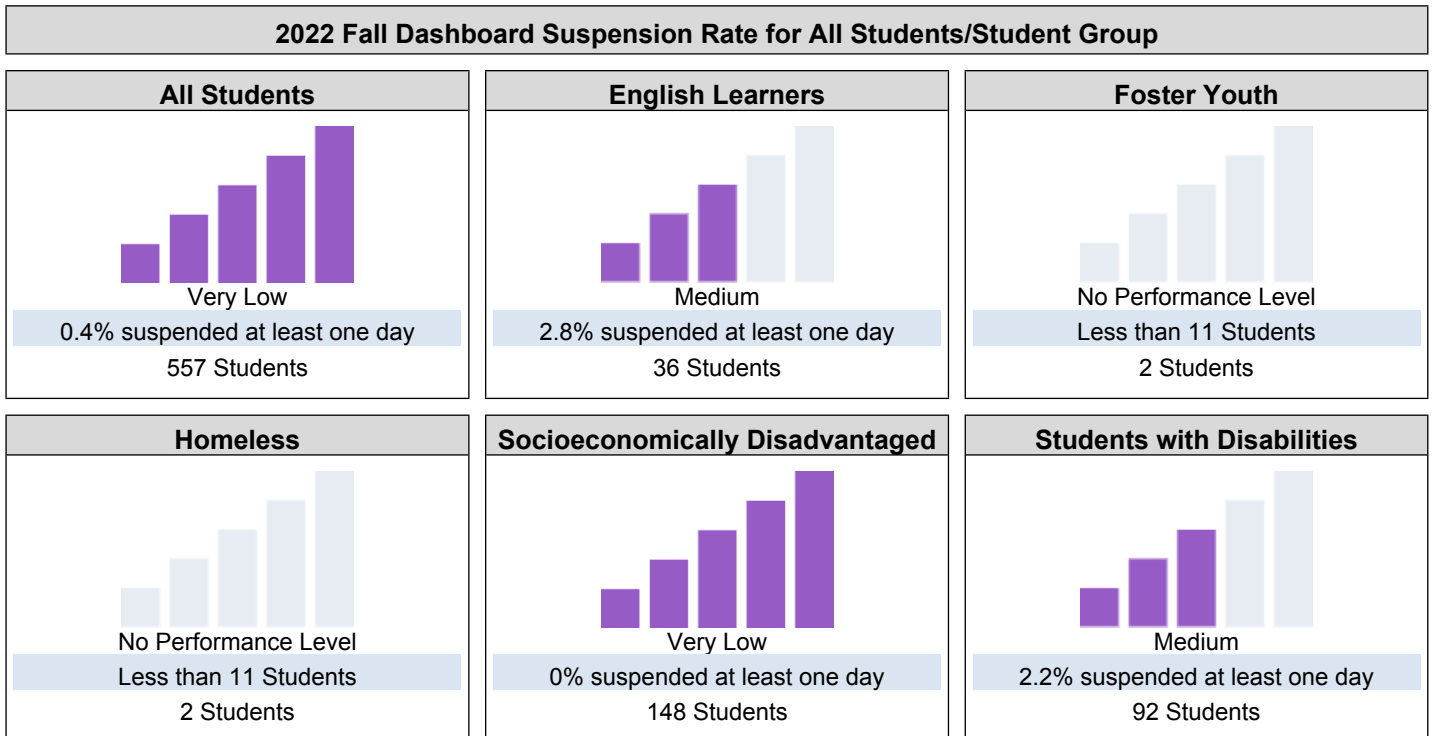
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

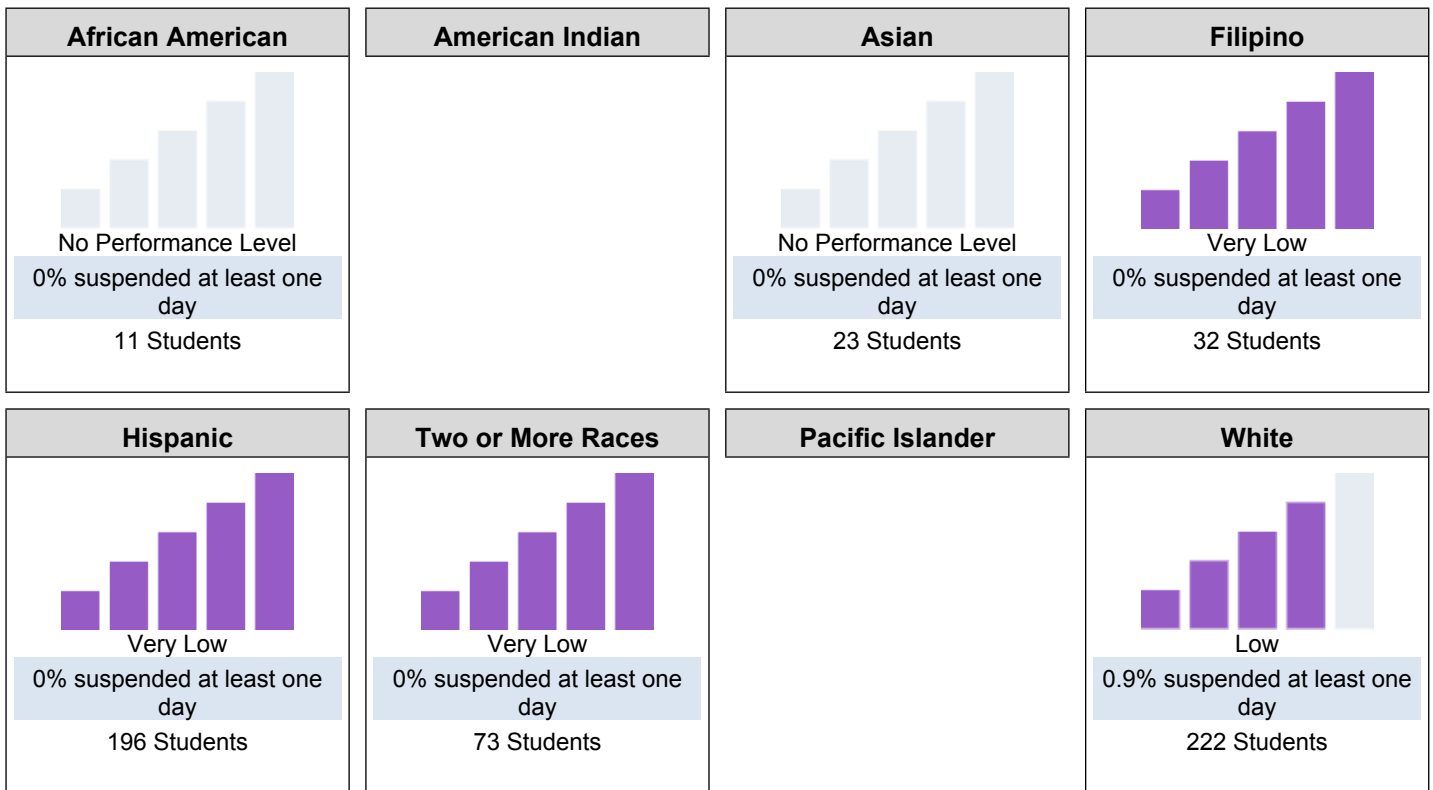


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- English Learners and Students with Disabilities is in the Medium range. This needs to be studied and a plan developed to mend.
- The suspension rate for Filipino, Hispanic, SEDs, Two or More Races is Very Low.
- In general, chronic absenteeism of subgroups is a concern.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 1

- Grade 3: 3% more students will score Met or Exceeds Standards on the Spring 2023 administration of SBAC.
- Grade 4: 3% more students will score Met or Exceeds Standards on the Spring 2023 administration of SBAC.
- Grade 5: 3% more students will score Met or Exceeds Standards on the Spring 2023 administration of SBAC.

## Identified Need

Needs: Continue to increase the number of students who read at grade level; continue to increase the number of students who perform At or Above grade level on SBAC; continue to increase the percentage of students who perform At and Above grade level on District assessments. A 3% increase is the target.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Language Arts assessment	SBAC Language Arts assessment	SBAC Language Arts assessment 70% or more of 5th grade students will score meet or exceeds standards on SBAC 79% or more of 4th grade students will score meet or exceeds standards on SBAC 70% or more of 3rd grade students will score meet or exceeds standards on SBAC

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

### Strategy/Activity 1

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

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

Identified students needing intervention will receive small group instruction in their classroom from an itinerant teacher. Instruction for small groups will be targeted to their needs based on iReady results, observation, formative assessment, and teacher input. Materials used will include but not be limited to iReady, Benchmark Advance, and Heggerty Phonics.

#### Strategy/Activity

Itinerant teacher funded through LCAP Supplemental

#### 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)

20,300

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Salary and benefits

## Annual Review

SPSA Year Reviewed: 2021-22

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.

Effectiveness will be measured by progress toward or achievement of end-of-year grade level goals:

Kindergarten: At least 90% of students will read and recognize 100% of the 39 Kindergarten sight words by the end of the year: Achieved.

Grade 1: 80% of students will make one-year's growth on iReady: Goal not achieved

Grade 2: 80% of students will score mid- or late 2nd grade in phonemic awareness, phonics, high frequency words, and vocabulary; 75% will score mid- or late-2nd grade in understanding literature and informational text; goal achieved

Grade 3: 85% of students will make one year's growth on iReady Goal not achieved

Grade 4: 85% of students will make one year's growth on iReady Goal not achieved

Grade 5: 95% of students will be on grade level or above as measured by the District's end of year assessment Goal

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

No change

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 change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 2

- Grade 3: The percent of students who meet or exceed standards on SBAC Spring 2023 will increase by 3%
- Grade 4: The percent of students who meet or exceed standards on SBAC Spring 2023 will increase by 3%
- Grade 5: The percent of students who meet or exceed standards on SBAC Spring 2023 will increase by 3%

## Identified Need

The percent of students who meet and exceed Standards on SBAC needs to continue to grow for all students. On the 2018 SBAC, 63% of our current 5th graders scored met or exceeded standards. An increase of 3% is the target.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math assessment  District EOY math assessment	SBAC Math assessment 63% of our current 5th graders scored met or exceeded standards in 4th grade on the 2018 SBAC 66% of current 4th graders scored met and exceeded standards in 3rd grade on the SBAC  District BOY assessment 12% of students in 3rd grade are approaching or at grade level as measured by the District BOY assessment 25% of students in 2nd grade are approaching or at grade level as measured by the District BOY assessment 36% of students in 1st grade are approaching or at grade level as measured by the District BOY assessment	Percent of students who score met or exceed standards will grow by at least 3% on the SBAC Math assessment

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

Itinerant teacher will provide small group intervention in math foundations appropriate to grade level and needs of students as identified through classroom based assessments, student observations, and monitored via

#### 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)

12,388

#### Source(s)

LCFF - Supplemental  
 1000-1999: Certificated Personnel Salaries  
 Salary and benefits

## 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Progress toward academic goals:

Kindergarten goal of 85% of students on grade level as measured by the District EOY assessment: met, 95%

1st grade goal of 70% or more of students will score 75% or higher on the District EOY assessment: met, 84%

2nd grade goal of 70% of students will move up at least one achievement band on the District EOY assessment: met, 88%

3rd grade goal of 75% of students will meet or exceed standards on the District EOY assessment: not met, 68%; 70% of students will score meet or exceed standards on SBAC: not met, 66%

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

Monitoring of students will be increased.

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 change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 3

All English Learners will make at least one year's growth as measured by iReady in Language Arts.

## Identified Need

Students who are English Learners score lower than other subgroups on SBAC, District assessments, and iReady. An 3% increase in the percent of student who gain one ELPI level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts and Math assessments	SBAC English Language Arts assessment	100% of of student who are English Learners will move up one achievement band on



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade: 29% of students Met or Exceeded Standards on SBAC in ELA (7 students) 4th grade: 47% of students Met or Exceeded Standards on SBAC in ELA (8 students) 5th grade: 17% of students Met or Exceeded Standards on SBAC in ELA (6 students)	SBAC ELA test and SBAC math assessment

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)

Students in English Learner subgroup

#### Strategy/Activity

Supplemental instructional time will be provided for students who are English Learners in ELA and Math by ELD Instructional Assistant; outreach to parents of EL students will provide parents with resources and strategies to support their child in distance and in-person learning

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2723	Title III
426	Title III

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Continue to provide interventions for ELs

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

No change

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 change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Hispanic/Latino Subgroup

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 4

Decrease the percent of Hispanic students scoring Not Met and Nearly Met standards by 3% in ELA and math.

## Identified Need

Hispanic students achievement on SBAC is lower than the subgroups of white and of all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts	2018 - 19 SBAC English Language Arts	At each grade level on the SBAC English Language Arts, the percent of students scoring

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade: 50% of students scored Met or Exceeded Standards 4th grade: 71% of students scored Met or Exceeded Standards 5th grade: 33% of students scored Met or Exceeded Standards	met or exceeds standards will increase by 5%

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

### Strategy/Activity 1

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

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

Students in Hispanic subgroup

#### Strategy/Activity

Teachers create learning profiles of students in Hispanic subgroup, create learning targets for these students, assess student progress at least triennially.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Progress toward goals: In 2018 on the English Language Arts SBAC, 64% of 3rd grade Hispanic students scored Met and Exceeded Standards; 57% of 4th grade students scored Met or Exceeded Standards; 47% of fifth grade students scored Met or Exceeded Standards.

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

No change

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 change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Visual and Performing Arts

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 5

All students will participate in standards based visual and performing arts instruction.

## Identified Need

Increased awareness and appreciation for visual and performing arts standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Arts Plan	2021-2022 Participation in arts instruction	All students will experience arts instruction as part of their daily instructional program.

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

All students will receive frequent and consistent Arts instruction both integrated into content instruction and as stand alone arts instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Parent-Teacher Association (PTA)

Salary and benefits

### 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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 PTA has provided funding for music education for Kinder through 3rd grade classes who currently do not receive District provided music instruction. Additionally, the PTA provides art instruction to students in all grades via 4 weekly sessions with professional artist.

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

No change

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 change



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$45,837.00

## 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 III	\$3,149.00

Subtotal of additional federal funds included for this school: \$3,149.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$32,688.00
Parent-Teacher Association (PTA)	\$10,000.00

Subtotal of state or local funds included for this school: \$42,688.00

Total of federal, state, and/or local funds for this school: \$45,837.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	32,688.00
Parent-Teacher Association (PTA)	10,000.00
Title III	3,149.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,688.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,688.00
	Parent-Teacher Association (PTA)	10,000.00
	Title III	3,149.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,300.00
Goal 2	12,388.00
Goal 3	3,149.00
Goal 5	10,000.00

# School Site Council Membership

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

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

Name of Members	Role
Martha Walter	Principal
Brenda Lucsik, Office Manager	Other School Staff
Briahna Walter, Curric. Specialist	Classroom Teacher
Allison Shaw	Classroom Teacher
George Kalcoff	Classroom Teacher
Dawn Poomee	Parent or Community Member
Frankie Knight	Parent or Community Member
Heather Powell	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
	Other:

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 November 10, 2022.

Attested:

Principal, Martha Walter on 11/22/2022
SSC Chairperson, Dawn Poomee on 11/09/2022

# 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 **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

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

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

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



## **School Site Council**

### Agenda

Monday, September 9, 2022

4:00

- I Introductions
- II Single Plan for Student Achievement
  - Academic goals per grade level
  - Resources - LCAP/RTI, Title III, Immigrant aide
- III Preview Safe School Plan
- IV Open Discussion/member questions

#### Minutes:

Members of the School Site Council introduced themselves and identified their connection to the school.

Ms. Walter reviewed the function of the Single Plan for Student Achievement and SSC's role. She then shared the goals: In each grade level, 3% more students will score at Meets or Exceeds Standards on the Spring 2023 administration of SBAC in each Language Arts and Math. The members discussed current student performance as demonstrated by the iReady beginning of year assessment results and 2021 SBAC results.

Ms. Walter then shared the budgets whose expenditures are outlined in the SPSA: Title II/Immigrant funding, LCAP/Rtl, and In-person grant money. She explained how each of these funds would be spent. The members of the SSC asked the school staff to express their experience with the Rtl model and how effective they feel it has been. The SSC will consider the plan as presented and consider approval at the next meeting.

Ms. Walter then previewed the Comprehensive Safe School Plan and the Council's roll. She reviewed the assessments that will need to be completed and that based on the assessments two goals will be developed: People and Places.

In Open Discussion, the SSC discussed the reopening of school protocols and the general feeling of parents and teachers about students' social-emotional state.

The meeting was adjourned at 4:58.

## **School Site Council**

### Agenda and Minutes

October 17 2022

- I Single Plan for Student Achievement: review goals, expenditure
- II Safe School Plan: assign assessments, review previous goals
- III Open Discussion/Member questions

#### Minutes:

Ms. Walter led a review of the grade level goals and expenditures in the SPSA and the purpose of the SPSA. The Council voted to approve the plan with the stated goals and expenditures.

Ms. Walter reviewed the assessments to be completed for the Safe School Plan:

Campus Crime; Existing Programs & Procedures; Existing Resources; Child Abuse Reporting Procedures; Disaster/Earthquake Plan; Suspension/Expulsion; Procedures to Notify Teachers of Dangerous Pupils; Discrimination/Harassment/Bullying; Traffic Safety Survey; Dress Code; Safe Ingress/Egress; School Discipline Rules; Tactical Procedures (a new 2-question assessment).

Many of the assessments have not changed and will only need small updates. Members chose assessments to complete if an update is necessary and will report their findings at the next meeting.

Ms. Walter reviewed the previous goals in the CSSP: All classified staff will receive training on response to emergencies, and; The District's procedure for Shelter in Place will be posted in every room used by staff, students, and visitors. Due to the school shut down, neither of these goals were met.

As part of the CSSP, school rules will be reviewed. Ms. Walter presented that the PBIS behavior matrix has largely replaced traditional school rules as they are presented to students as the guide for behavior and that consequences, if needed, are based on failing to follow the PBIS guidelines. The school also uses District Policy and State Ed Code to guide disciplinary proceedings.

There were no items for open discussion or questions from the Council members.

The meeting adjourned at 8:35.

## School Site Council

### Agenda

Monday, November 8, 2022

4:00

- I Introductions
- II Review of Safe School Plan components
- III Discussion of Goals for Safe School Plan
  - Goal related to People
  - Goal related to Place
- IV Development of goals for consideration for December meeting
- V Open Discussion/Member questions

#### Minutes:

Members of the SSC shared results of the assessments for the CSSP if they were updated. The assessments updated included: Ingress and Egress/traffic, Campus Crime. The members noted that without the Safety Valet lanes this year that traffic is impacted and unsafe arrival to school has been more prevalent. Ms. Walter explained the delay in starting Safety Valet is related to open positions on the Yard Supervisor staff.

After a discussion of the updated assessments, the Council determined two goals: Updated training for all Staff members in all roles of emergency response and evacuation of the building; and, review of gates and ingress/egress locations at school for safety concerns. The Council will continue to consider these goals for approval at the next meeting.

Open discussion revolved around safety protocols related to intruder on campus protocols and Burbank Police Department preparation for such an event. Ms. Walter recommended to the SSC members to watch the Joint BUSD/City of Burbank meeting from summer 2022 in which BPD presented their planning and preparation to respond to intruder emergencies in Burbank and at the schools.

The meeting concluded at 4:49.

# 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
Other: 	

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 November 10, 2022.

Attested:

Principal, Martha Walter on 11/22/2022	
SSC Chairperson, Dawn Poomee on 11/09/2022	