

School Year: **2020-21**

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
Yermo School	36-73890-6035455	10/06/2020	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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.

Yermo School's primary focus is to develop and maintain a comprehensive educational program that supports raising the academic performance of all students. The school goals are designed to influence the educational programming of our site and are aligned with the goals of the district's LCAP. The goals are also designed to support the school's efforts to increase the performance on the state Dashboard indicators. Yermo School will meet all ESSA (Every Student Succeeds Act) requirements to support all students' academic achievement, particularly the lowest-achieving students.

It should be noted that the 2020-2021 school year began in a distance learning format due to restrictions regarding the COVID-19 virus. All 3rd-8th grade Yermo School students were provided a district laptop for academic purposes. Students in grades TK-2 were given a device as requested based on need. Instruction during the distance learning format is delivered through online live instruction and educational tasks related to the California standards. If restrictions and state regulations allow, Yermo School will transition to a hybrid learning format. In the hybrid instructional format, approximately half of students will be on the campus Monday through Thursday. Students will alternate between face-to-face instruction and online instruction each day. It is important to note that this change in educational formats has resulted in adjustments to school programs and scheduling. Notated programs are subject to change, and programs' availability is based on the current instructional format.

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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).

Yermo School conducted parent, student, and staff surveys in the spring of 2020. The following is a summary of the results:

Parent/Guardian Survey (55 responses)

- * 87% responded that when they visit the school the staff is friendly and helpful all of the time. 11% said most of the time, 2% said some of the time, and 0% said none of the time.
- * 79% responded that the administrator is easy to talk to all of the time, 16% said most of the time, 5% said some of the time, and 0% said none of the time.
- * 68% responded that parents are involved in planning, implementing, or evaluating school programs, 5% said no, and 27% said they did not know.
- * 93% responded that they agree their involvement in their child's education is valued at the school and 7% said it was not.
- * 93% responded that they agree the school sets high standards for academic performance for all students, 7% disagreed.
- * 91% responded that they agreed the school is good about staying in touch with them, 9% disagreed.
- * 93% responded that they agreed the school clearly communicates to students the consequences of breaking school rules, 7% disagreed.
- * 100% responded that they agreed the school rewards good choices and behaviors, 0% disagreed.
- * 93% responded that they would recommend the school to other parents, 7% disagreed.

Student Survey (223 responses)

- * 94% responded that to some degree there is a teacher or some other adult who really cares about them at their school.
- * 98% responded that to some degree there is a teacher or some adult who tells them when they do a good job at their school
- * 97% responded that to some degree they are engaged and interested in learning at their school.
- * 85% responded that they strongly agree or agree they are happy to be at their school
- * 81% responded that they strongly agree or agree that teachers and other adults treat students fairly at their school
- * 95% responded that to some degree they feel safe in their school
- * 91% responded that they agree assemblies, field trips, and other activities at their school are important
- * 97% responded that to some degree they see their principal in their classroom
- * 75% responded that they would recommend their school to other kids

Staff Survey (17 responses)

- * 100% responded that they strongly agree or agree that the school is a supportive and inviting place for students to learn
- * 77% responded that they strongly agree or agree that the school promotes trust and collegiality among staff
- * 88% responded that they strongly agree or agree that the school provides the materials, resources, and training needed to do their job effectively

- * 71% responded that they strongly agree or agree that the school effectively handles student discipline and behavioral problems
- * 88% responded that they strongly agree or agree that they school is a safe place for students
- * 94% responded that they strongly agree or agree that the school is welcoming to and facilitates parent involvement
- * 76% responded that they strongly agree or agree that the school has sufficient resources to create a safe campus
- * 89% responded that they strongly agree or agree that they feel supported by their administrator
- * 83% responded that they strongly agree or agree that their administrator provides organizational support for collaboration
- * 87% responded that they strongly agree or agree that the school district is effectively implementing Common Core State Standards

Yermo staff completed the Fidelity Integrity Assessment (FIA) in February of 2020. The following is a summary of the items in each implementation stage to summarize current strengths and opportunities:

Laying the Foundation:

Academic Supports

Non-Categorical Service Delivery

Installing:

Academic Instruction

Data-based Decision Making

Behavior Instruction

Partnerships with Families

LEA Extends SWIFT practices

Implementing:

Behavior Supports

Data-based Decision Making

Tier I Instruction for All

Opportunities to Participate

Active and Adequate LEA Support

LEA Supports Use of EBPs

Sustaining Implementation:

Valued Leadership

Empowered Decision Making

Educator Coaching and Learning

Personnel Evaluation

Full Access for All Students

Shared Responsibility

Community Collaboration

Community Benefits

LEA Addresses Barriers

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 academic school year both school and district administration walk through each classroom on a regular basis. During these informal walk-through observations, administration notes the use of district adopted curriculum to teach the grade level CCSS to mastery. They interact with the students, asking what they are learning and what they have already explored in class. The administration also observes best teaching practices, instructional organization, classroom management, and utilization of academic resources (including curriculum).

The principal at Yermo School also conducts both scheduled and unscheduled observations throughout the academic school year in accordance with the Silver Valley Unified School District and Silver Valley Educational Association collective bargaining unit. These observations are part of the agreement and are conducted within a set of agreed-upon expectations and deadlines. Probationary and permanent staff have specified intervals for formal observations.

At least twice a year, school administration meets with each individual teacher during Student Monitoring Conferences. During these meetings, assessment data is analyzed and used to inform future teaching and set goals. Teachers also discuss the academic successes and challenges of each student as well as the social/emotional and behavioral progress of each student with the principal.

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)

Credentialed teachers use a variety of state and local assessments to inform their instruction and improve student achievement. These assessments include, but are not limited to: the California Assessment of Student Performance and Progress (CAASPP) cumulative assessment, interim assessments, block assessments, and performance tasks; DRA2 (K-3); ESGI (TK-K); Math Inventory (6-8); Reading Inventory (1-8); DIBELS (K-2); Phonics Inventory (K-8); Edmentum Exact Path Diagnostic in Reading, Language Arts, and Math (K-8); ELPAC and adopted curriculum-embedded assessments.

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

Teachers use the data from the above mentioned assessments as well as classroom observations and teacher assessments to appropriately place students in guided reading groups, guided math groups, project based learning groups, center groups, in-class RTI groups, and pull-out RTI programs. Assessments are given at minimum every six weeks and changes to student groups and program placement are made as needed. Data collected from frequent forms of assessment is also used to help determine appropriate instruction to meet the individual needs of each student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff have met the No Child Left Behind requirements of being a highly qualified teacher. All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. The Silver Valley Unified School District Human Resources Department works hard to ensure that all staff members on the Silver Valley Team have met the requirements to certify them as highly qualified.

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

Ongoing Professional Development is provided to teachers on current district adopted curriculum as well as any piloted curriculum which includes extensive training on Common Core State Standards and best practices.

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

Staff development is aligned to content standards, student performance, and professional needs. Regular Professional Learning Community (PLC) meetings are held at Yermo School where the staff collaborates in regards to the academic and behavioral programs that are offered. All planning revolves around four essential components and Dufor's four questions:

1. What is it that we want our students to know?
2. How will we know if they have learned it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

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

Instructional assistance is offered through our partnership with Pearson/SAVAAS (Envision) the math publisher; Houghton Mifflin (Collections) and McGraw-Hill (Wonders) the ELA publishers. The district also has hired an ELA consultant (Pat Pavelka), a math consultant (Kristin Hilty), and a behavior consultant (Lisa Rogers) to work alongside the teachers providing modeling and support as needed. In addition, there has also been professional development offered with Edmentum (Exact Path); Read 180, System 44, iRead, and Math 180; Singapore Math Strategies in Number Sense, Model Drawing, and Fractions; AVID; PBIS; and Special Education.

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

All teachers and support staff participate in grade level (TK-2, 3-5, 6-8) Professional Learning Community meetings at least once a month. Lateral collaboration also occurs at least twice a year. In addition, regular district wide collaboration dates are worked in to the calendar which allows for teachers to meet with others in the district that teach the same grade (TK-5) or subject(s) (6-8).

Teaching and Learning

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

Teachers in the district worked together to create pacing guides and lesson plans aligned to the Common Core State Standards.

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

The schedule at Yermo School exceeds the recommended instructional minutes for reading/language arts and mathematics. During distance learning, Yermo School meets the minimum instructional minutes mandated by SB98.

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

Yermo School meets that requirements of lesson planning through master schedule flexibility and allowing sufficient instructional minutes for intervention. Individual student needs are met through our school-wide Rtl program and enrichment classes which are offered during the regular school day. In addition, students are offered tutoring and enrichment opportunities through our after school program.

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

Adopted instructional materials, including textbooks which are approved by the state, are purchased according to the district adoption cycle. The district provides full funding for all adopted material. Additional supplemental materials, which can be requested by individual teachers based on student needs, are purchased using site funds.

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

Yermo School uses a variety of materials aligned to the Common Core State Standards. District adopted curriculums are approved by the SBE.

Opportunity and Equal Educational Access

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

Yermo School provides general education pull-out response to intervention classes to students identified as needing a tier II or tier II support. Guided reading and math and Center Based interventions are provided to all under-performing students in an effort to help them meet grade level standards. Moby Max and Edmentum are computer based ELA and Math programs that are available to all students. These programs present skills based on each individual student's current level of performance.

Evidence-based educational practices to raise student achievement

Yermo School teachers are provided with a wide range of research-based educational practices through Professional Development and District Collaboration.

Parental Engagement

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

After school tutoring is available in certain grade levels to assist struggling students. Yermo School also offers a variety of after school clubs such as chess club, STEM club, running club, art club, yearbook club, computer club, and weight training club. Parent classes provided by the district are available to all parents of Yermo School students. The school website has numerous academic resources listed for parents and families to utilize. Teachers are also available for a short time before and after school to answer questions and provide support.

Yermo offers a competitive sports program (cross country, volleyball, basketball, and soccer) for middle school students. ORFF Ensemble (grades 3-5) and marching band (middle school) is also available.

* These programs may not be available during distance learning or the hybrid model.

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)

Teachers, parents, and community members have the opportunity to provide input during regular School Site Council Meetings.

At least annually parents, teachers, and students are requested to complete surveys.

In addition, the school hosts an annual Site Strategic Planning meeting where select school staff, community members, parents, and students discuss the needs of the students and school and bring forward recommendations based on the collaboration. The most recent meeting was held in January of 2020. The group identified two areas of need which were improving both the STEM and PBIS programs at Yermo school. Goals were established with action steps for each.

All entities ensure that the school maintains alignment with the district pillars of focus and the LCAP.

Funding

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

Two (4-hour) categorical instructional aides are provided through categorical funding each year as approved by the School Site Council. Additional supplemental funds are spent for targeted tutoring and other after school programs. The school also has a Response to Intervention teacher (paid for by categorical funds) that provides support to under-performing students using a research-based curriculum aligned with the Common Core State Standards.

Two additional (4 hour) categorical aides will be added to help support the goals of the SPSA/CSI improvement plan.

Fiscal support (EPC)

Yermo School site funding is spent on staffing, professional development, materials, and supplies. The finding is spent in accordance with the identified needs of students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the needs assessment and progress of student groups on October 6, 2020. During this meeting goals, actions, funding, and services were discussed and 2020-2021 SPSA was approved. Continued information on the progress towards goals will be reviewed by the SSC throughout the year. The SSC is comprised of parents/community members, certificated staff, classified staff, and administration.

Resource Inequities

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

Teaching Quality: 32% of Yermo's teaching staff are novice teachers (on a waiver, PIP, or preliminary credential) with less than 2 years of teaching experience

Early Learning: On average, less than 50% of Yermo kindergartners attend high quality pre-K programs

Diverse and inclusive schools: According to the California School Dashboard, 84.8% of Yermo School students are socioeconomically disadvantaged (qualified for free and reduced lunch).

Students in this demographic (the majority of our school) do not have access to technology at home which prevents them from accessing their online curriculum and interventions.

Learning Ready Facilities: Due to the growth of the school, every classroom is being utilized leaving no room for growth or rooms to house additional support rooms (i.e. wellness rooms, OT rooms, etc)

Instructional time and attention: The school lacks additional and intensified support for reading and math that are matched by type and intensity to student need. The school is mostly a one class per grade level school so there is little to no flexibility in class sizes and teacher loads to provide greater attention to those students with greater needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.26%	1.11%	1.1%	1	4	4
African American	5.26%	4.99%	5.75%	20	18	21
Asian	0.53%	1.39%	1.1%	2	5	4
Filipino	0.53%	0.28%	0.27%	2	1	1
Hispanic/Latino	45.53%	46.81%	47.4%	173	169	173
Pacific Islander	0.53%	1.11%	0%	2	4	0
White	41.32%	38.23%	39.45%	157	138	144
Multiple/No Response	%	%	4.93%			0
Total Enrollment				380	361	365

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	47	44	42
Grade 1	39	28	30
Grade 2	40	37	35
Grade 3	33	42	37
Grade 4	34	32	41
Grade 5	41	39	35
Grade 6	55	47	57
Grade 7	40	53	38
Grade 8	51	39	50
Total Enrollment	380	361	365

Conclusions based on this data:

- Due to the small enrollment size of our school, many of our ethnic subgroups are so small that it makes it difficult to gather reliable statistical data.
- Yermo School consistently maintains a larger enrollment of elementary (TK-5) students as compared to middle school numbers.
- The largest subgroups are consistently Hispanic/Latino and white.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	14	17	16	3.7%	4.7%	4.4%
Fluent English Proficient (FEP)	19	15	15	5.0%	4.2%	4.1%
Reclassified Fluent English Proficient (RFEP)		0	5	0	0.0%	29.4%

Conclusions based on this data:

1. Yermo School enrolls a small percentage of English Learners each year.
2. During the 2019-2020 school year the largest number of students were reclassified as Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30	32	36	29	32	36	29	32	36	96.7	100	100
Grade 4	32	36	36	32	35	35	32	35	35	100	97.2	97.2
Grade 5	38	50	36	36	50	36	36	50	36	94.7	100	100
Grade 6	40	57	43	38	57	41	38	57	41	95	100	95.3
Grade 7	50	37	47	50	37	46	50	37	46	100	100	97.9
Grade 8	41	55	37	41	53	36	41	53	36	100	96.4	97.3
All	231	267	235	226	264	230	226	264	230	97.8	98.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2389.	2392.	3.45	15.63	13.89	31.03	15.63	11.11	34.48	21.88	36.11	31.03	46.88	38.89
Grade 4	2422.	2430.	2415.	21.88	8.57	17.14	12.50	25.71	14.29	21.88	20.00	11.43	43.75	45.71	57.14
Grade 5	2469.	2487.	2462.	11.11	20.00	13.89	36.11	22.00	16.67	8.33	24.00	22.22	44.44	34.00	47.22
Grade 6	2474.	2481.	2486.	7.89	7.02	7.32	13.16	31.58	14.63	34.21	19.30	41.46	44.74	42.11	36.59
Grade 7	2527.	2545.	2516.	10.00	16.22	10.87	36.00	35.14	34.78	26.00	24.32	26.09	28.00	24.32	28.26
Grade 8	2563.	2551.	2543.	9.76	9.43	11.11	39.02	41.51	25.00	31.71	20.75	36.11	19.51	28.30	27.78
All Grades	N/A	N/A	N/A	10.62	12.50	12.17	28.76	29.55	20.00	26.11	21.59	29.13	34.51	36.36	38.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.34	12.50	16.67	48.28	40.63	50.00	41.38	46.88	33.33
Grade 4	18.75	17.14	17.14	37.50	37.14	40.00	43.75	45.71	42.86
Grade 5	19.44	14.00	16.67	38.89	54.00	36.11	41.67	32.00	47.22
Grade 6	13.16	7.02	9.76	42.11	47.37	43.90	44.74	45.61	46.34
Grade 7	20.00	24.32	10.87	34.00	43.24	50.00	46.00	32.43	39.13
Grade 8	17.07	24.53	16.67	60.98	43.40	55.56	21.95	32.08	27.78
All Grades	16.81	16.29	14.35	43.36	45.08	46.09	39.82	38.64	39.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.57	9.38	8.33	64.29	37.50	52.78	32.14	53.13	38.89
Grade 4	15.63	8.57	11.43	50.00	45.71	37.14	34.38	45.71	51.43
Grade 5	25.00	26.00	11.11	50.00	44.00	41.67	25.00	30.00	47.22
Grade 6	10.53	10.53	12.20	34.21	43.86	48.78	55.26	45.61	39.02
Grade 7	24.00	27.03	17.39	48.00	51.35	45.65	28.00	21.62	36.96
Grade 8	21.95	19.23	19.44	56.10	50.00	50.00	21.95	30.77	30.56
All Grades	17.78	17.11	13.48	49.78	45.63	46.09	32.44	37.26	40.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.45	9.38	11.11	86.21	68.75	72.22	10.34	21.88	16.67
Grade 4	6.25	8.57	14.29	50.00	80.00	54.29	43.75	11.43	31.43
Grade 5	13.89	12.00	5.56	47.22	60.00	66.67	38.89	28.00	27.78
Grade 6	10.53	10.53	4.88	52.63	59.65	73.17	36.84	29.82	21.95
Grade 7	18.00	10.81	8.70	52.00	64.86	67.39	30.00	24.32	23.91
Grade 8	7.32	11.32	11.11	75.61	62.26	72.22	17.07	26.42	16.67
All Grades	10.62	10.61	9.13	59.73	64.77	67.83	29.65	24.62	23.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.24	15.63	11.11	44.83	40.63	38.89	37.93	43.75	50.00
Grade 4	9.38	11.43	17.14	59.38	48.57	40.00	31.25	40.00	42.86
Grade 5	19.44	28.00	22.22	41.67	48.00	33.33	38.89	24.00	44.44
Grade 6	13.16	28.07	12.20	60.53	38.60	51.22	26.32	33.33	36.59
Grade 7	34.00	32.43	21.74	34.00	43.24	39.13	32.00	24.32	39.13
Grade 8	26.83	28.30	13.89	56.10	49.06	58.33	17.07	22.64	27.78
All Grades	21.24	25.00	16.52	48.67	44.70	43.48	30.09	30.30	40.00

Conclusions based on this data:

- Beginning in the 2016-2017 school year Yermo School has consistently reduced the percentage of students below standard in the area of listening when looking at the all grades average.
- There was a significant increase of students (all grades) below standards in the area of research/inquiry in the 18-19 school year. This was one of the greatest changes when looking at all data across three years. It will be important to increase an emphasis on instruction in this area across all grade levels.
- When analyzing all the data, performance has been inconsistent across all grades and areas. It will be important that there continues to be a focus on writing and reading as they traditionally had the largest percentage of students below standards. A careful evaluation of best practices, instructional strategies, and appropriate diagnostic

interventions will need to occur so that there can be a shift to more effective instruction that will net greater academic achievement for all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30	32	36	29	32	36	29	32	36	96.7	100	100
Grade 4	32	36	36	32	35	35	32	35	35	100	97.2	97.2
Grade 5	38	51	36	36	51	36	36	51	36	94.7	100	100
Grade 6	40	57	43	38	57	41	38	57	41	95	100	95.3
Grade 7	50	37	47	50	37	46	50	37	46	100	100	97.9
Grade 8	41	55	36	41	52	35	41	52	35	100	94.5	97.2
All	231	268	234	226	264	229	226	264	229	97.8	98.5	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2413.	2411.	17.24	15.63	19.44	27.59	18.75	19.44	37.93	21.88	22.22	17.24	43.75	38.89
Grade 4	2431.	2424.	2424.	12.50	5.71	8.57	15.63	8.57	11.43	34.38	45.71	34.29	37.50	40.00	45.71
Grade 5	2462.	2481.	2455.	8.33	19.61	2.78	22.22	17.65	13.89	30.56	17.65	27.78	38.89	45.10	55.56
Grade 6	2479.	2477.	2505.	5.26	7.02	9.76	21.05	21.05	19.51	39.47	28.07	36.59	34.21	43.86	34.15
Grade 7	2556.	2538.	2538.	24.00	21.62	15.22	28.00	21.62	32.61	22.00	32.43	26.09	26.00	24.32	26.09
Grade 8	2550.	2551.	2526.	19.51	19.23	8.57	14.63	26.92	20.00	34.15	21.15	31.43	31.71	32.69	40.00
All Grades	N/A	N/A	N/A	15.04	14.77	10.92	21.68	19.70	20.09	32.30	26.89	29.69	30.97	38.64	39.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.14	31.25	25.00	48.28	21.88	36.11	27.59	46.88	38.89
Grade 4	18.75	8.57	11.43	18.75	22.86	31.43	62.50	68.57	57.14
Grade 5	19.44	25.49	8.33	38.89	27.45	33.33	41.67	47.06	58.33
Grade 6	13.16	10.53	14.63	31.58	35.09	41.46	55.26	54.39	43.90
Grade 7	32.00	40.54	28.26	40.00	27.03	39.13	28.00	32.43	32.61
Grade 8	19.51	26.92	17.14	36.59	30.77	31.43	43.90	42.31	51.43
All Grades	21.68	23.11	17.90	35.84	28.41	35.81	42.48	48.48	46.29

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.14	21.88	16.67	58.62	34.38	41.67	17.24	43.75	41.67
Grade 4	15.63	5.71	11.43	43.75	51.43	42.86	40.63	42.86	45.71
Grade 5	11.11	13.73	5.56	36.11	33.33	47.22	52.78	52.94	47.22
Grade 6	0.00	12.28	12.20	47.37	45.61	53.66	52.63	42.11	34.15
Grade 7	22.00	24.32	15.22	50.00	43.24	56.52	28.00	32.43	28.26
Grade 8	17.07	23.08	14.29	46.34	42.31	40.00	36.59	34.62	45.71
All Grades	15.04	16.67	12.66	46.90	41.67	47.60	38.05	41.67	39.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.69	15.63	22.22	65.52	46.88	41.67	13.79	37.50	36.11
Grade 4	12.50	11.43	8.57	37.50	28.57	37.14	50.00	60.00	54.29
Grade 5	5.56	11.76	11.11	50.00	39.22	30.56	44.44	49.02	58.33
Grade 6	7.89	7.02	12.20	52.63	43.86	43.90	39.47	49.12	43.90
Grade 7	24.00	24.32	26.09	54.00	59.46	50.00	22.00	16.22	23.91
Grade 8	17.07	25.00	14.29	60.98	51.92	48.57	21.95	23.08	37.14
All Grades	15.04	15.53	16.16	53.54	45.08	42.36	31.42	39.39	41.48

Conclusions based on this data:

1. Concepts and procedures has been the area with the largest percentage of students below standards for three consecutive years. Interestingly, it is also the area with the largest percentage of students above standards for three consecutive years.
2. When looking at overall achievement at each individual grade level there has been inconsistency with no obvious trend. The percentage of students (all grades) meeting or exceeding standards has gradually decreased approximately 3% each year. A careful evaluation of best practices, instructional strategies, and appropriate diagnostic interventions will need to occur so that there can be a shift to more effective instruction that will net greater academic achievement for all students.
3. On average, 29% of (all grades) students fall into the standard nearly met indicator each year. These should be the students at each grade level that are focused on to move into meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							15	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5		*	*	*	*	*		*	*	*
6	*	*		*	*	*		*	*	*
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	0.00	*	66.67	*	16.67		16.67	15	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*		*	*	*		*	*	*
5	*	*		*	*	*		*	*	*
All Grades	86.67	50.00		25.00	*	16.67		8.33	15	12

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
6		*	*	*		*	*	*	*	*
7	*	*		*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	0.00	*	25.00	*	58.33	*	16.67	15	12

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	16.67	*	50.00	*	33.33	15	12	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	86.67	75.00	*	16.67	*	8.33	15	12	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	8.33	*	33.33	*	58.33	15	12	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	0.00	73.33	91.67	*	8.33	15	12	

Conclusions based on this data:

1. The percentage of students falling in levels 1 and 2 for written language indicates that this should be an area of focus.
2. The majority of our EL students (91.66%) fall into the beginning or somewhat/moderately performance level for reading. This is an area (for all students) that must be targeted for improvement.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
361	84.8	4.7	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.7
Foster Youth	4	1.1
Homeless	40	11.1
Socioeconomically Disadvantaged	306	84.8
Students with Disabilities	71	19.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	5.0
American Indian	4	1.1
Asian	5	1.4
Filipino	1	0.3
Hispanic	169	46.8
Two or More Races	22	6.1
Pacific Islander	4	1.1
White	138	38.2

Conclusions based on this data:

1. Yermo School's population consists predominately of those that are socioeconomically disadvantaged.
2. Yermo School's population is predominately represented by students whose ethnicity/race is Hispanic and closely followed by students whose ethnicity/race is white.
3. Yermo School has a significant number of students with disabilities, consisting of almost 20% of the total population

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. Yermo School will continue to focus on improving chronic absenteeism through attendance incentives and rewards as well as holding families accountable through the use of the SART/SARB process.
2. Yermo School will continue to focus on decreasing the number of suspensions through their system of PBIS as well as the introduction of SEL instruction embedded within the school day.
3. Academic achievement will continue to be the primary focus of Yermo School

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>35.2 points below standard</p> <p>Declined -13.2 points</p> <p>220</p>	<p>English Learners</p> <p>No Performance Color</p> <p>47.9 points below standard</p> <p>Increased ++5.6 points</p> <p>20</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>39.9 points below standard</p> <p>Declined -5.2 points</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>49.9 points below standard</p> <p>Declined -14.1 points</p> <p>184</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>88.9 points below standard</p> <p>Increased Significantly ++10.7 points</p> <p>48</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 77.5 points below standard Declined Significantly -36.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.7 points below standard Declined -8 points 108	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 34.5 points below standard Declined Significantly -24.3 points 82

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard Increased ++5.2 points 11	Less than 11 Students - Data Not Displayed for Privacy 9	37.5 points below standard Declined -14.7 points 194

Conclusions based on this data:

1. Though still falling into the orange indicator, data shows that ELA performance increased for all students including English Learners and Students with Disabilities subgroups.
2. The students in the Students with disabilities subgroup increased the most by 19.7 points.
3. The indicator shows that there was a decline for all students signifying that systems of support must be re-evaluated and targeted interventions improved.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



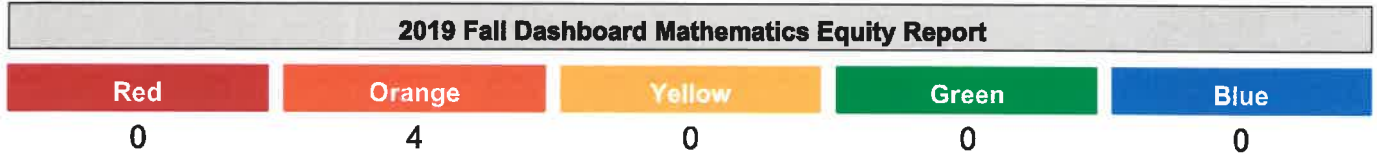
Green



Blue

Highest
Performance









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Orange</p> <p>44.3 points below standard</p> <p>Declined -5.7 points</p> <p>219</p>	<p>No Performance Color</p> <p>58.2 points below standard</p> <p>Increased ++4.4 points</p> <p>20</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>57.3 points below standard</p> <p>Increased ++4.2 points</p> <p>27</p>	<p>Orange</p> <p>60.9 points below standard</p> <p>Declined -9 points</p> <p>183</p>	<p>Orange</p> <p>109.3 points below standard</p> <p>Increased Significantly ++22.4 points</p> <p>48</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47.8 points below standard Maintained -0.8 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.8 points below standard Maintained -0.7 points 108	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 34.4 points below standard Declined -14.4 points 81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.7 points below standard Declined Significantly -41.7 points 11	Less than 11 Students - Data Not Displayed for Privacy 9	44.9 points below standard Declined -4.4 points 193

Conclusions based on this data:

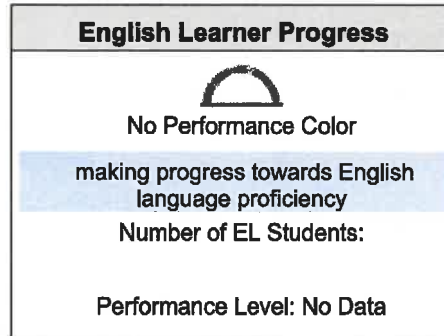
1. Students with disabilities, English learners, and Homeless subgroups all increased their performance in math.
2. The subgroup with the largest decline in mathematics was white and socioeconomically disadvantaged. With these also being the largest subgroups it will be important that these subgroups be a focus of Yermo School.
3. Current English Learners declined significantly which correlates to there performance on the ELPAC. It will be important to revisit appropriate interventions and supports for these students and reevaluate our EL program.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

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.



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

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

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

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

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

Conclusions based on this data:

- 1.

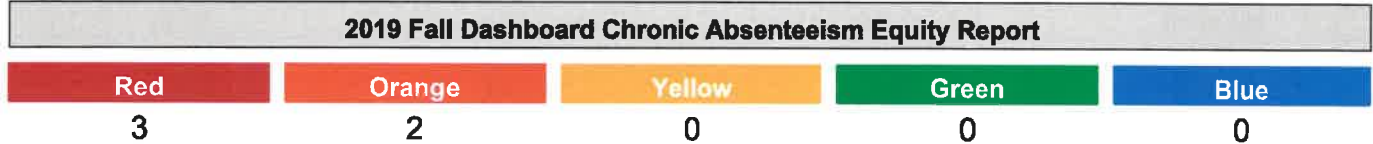
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>15.5</p> <p>Increased Significantly +5.1</p> <p>394</p>	<p>English Learners</p> <p>No Performance Color</p> <p>16.7</p> <p>Declined -2.1</p> <p>18</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>Red</p> <p>22.4</p> <p>Increased +14.8</p> <p>49</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>17.5</p> <p>Increased Significantly +5.4</p> <p>332</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>16.3</p> <p>Increased +4.3</p> <p>80</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.3 Increased Significantly +9.7 179	 No Performance Color 16.7 Declined -5.1 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 11.8 Increased +2.8 153

Conclusions based on this data:

1. Despite the increase of chronic absenteeism amongst the students with disabilities population, they increased their academic performance as measured by CAASPP.
2. The student group with the greatest increase was Homeless. It will be important to seek community/local supports for this population.
3. Overall chronic absenteeism increased. This could be one factor in the low academic achievement of students as they do not have access to quality instruction.

School and Student Performance Data

Academic Engagement Graduation Rate

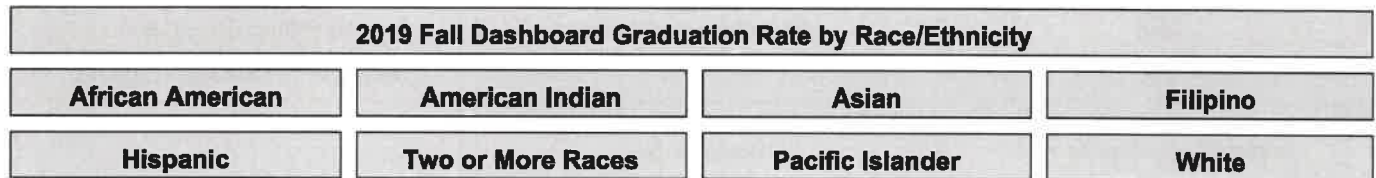
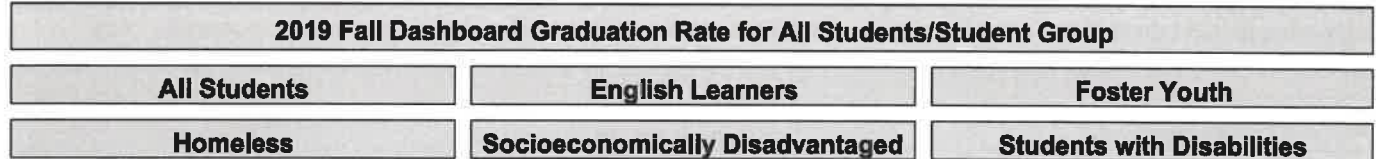
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

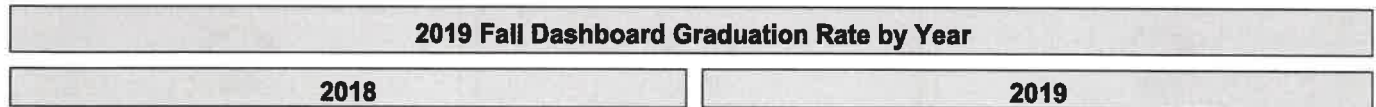
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

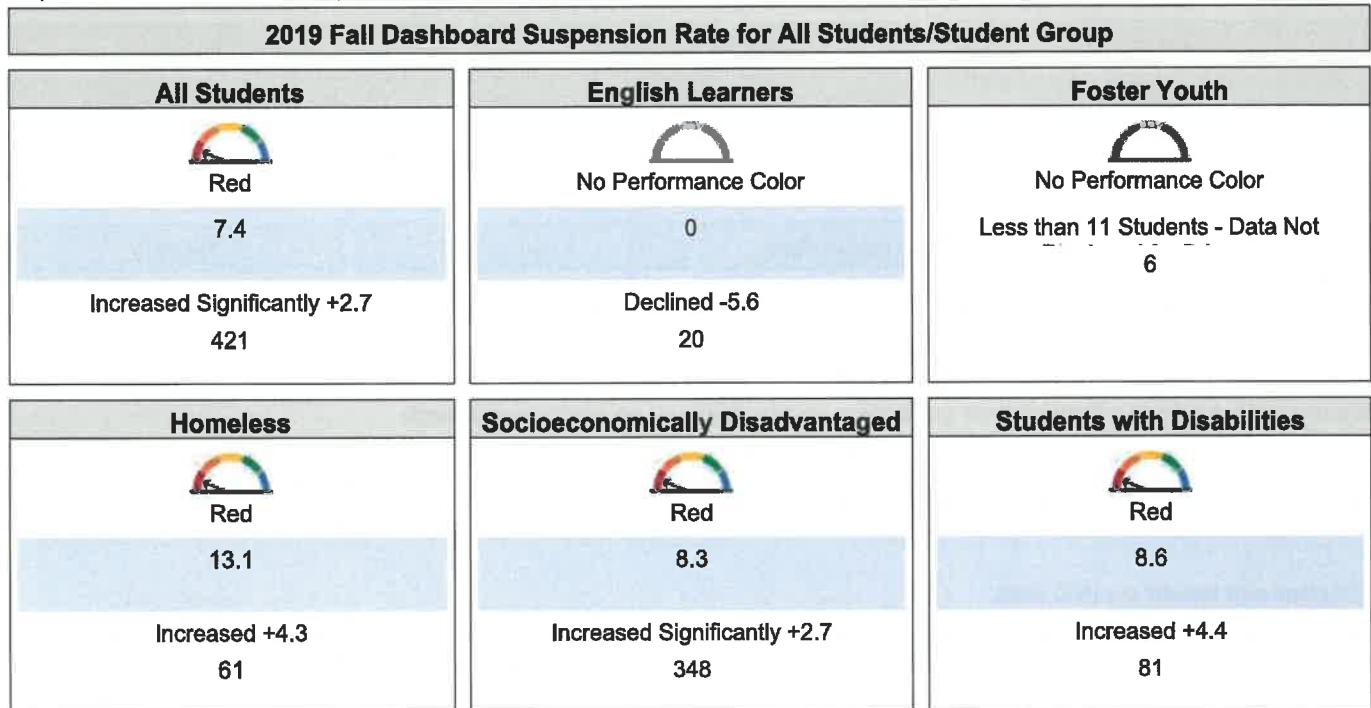
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.9 Increased +9.5 31	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 7.8 Increased Significantly +2.7 192	 No Performance Color 0 Declined -7.1 27	 No Performance Color Less than 11 Students - Data 4	 Red 7 Increased Significantly +2.7 157

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.6	7.4

Conclusions based on this data:

- The suspension rate increased significantly from 2018 to 2019. It will be important to re-evaluate our systems of PBIS to better provide tier I and tier II supports.
- The student groups of English Learners and two or more races were the only sub groups to decrease in their suspension rates.
- The student groups to focus on due to an increase of suspension rates are Hispanic, white, and socioeconomically disadvantaged.

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 and Mathematics

LEA/LCAP Goal

STUDENT ACHIEVEMENT: All teachers will implement a balanced curriculum and targeted interventions that incorporates the use of technology and that will promote academic achievement for all students. Clear and consistent academic expectations will be outlined throughout all grade levels in an effort to encourage individual accountability for all students so that they may meet or exceed the learning standards as measured by CAASPP.

Goal 1

All Yermo school teachers will implement, monitor, and support differentiated instruction and assign students to individualized interventions to meet specific targeted needs in all core academic subjects using a variety of instructional materials that support individual learning preferences and needs to ensure that the percentage of students meeting or exceeding standards in both English Language Arts and Mathematics increases as measured by the CAASPP (if available) and/or the Edmentum Diagnostic assessments.

LCAP Alignment - Student Achievement, Technology, Parent/Student Support

State Priorities: 1- Basic Services; 2 - Implementation of Common Core State Standards; 4 - Pupil Achievement, 7 - Access to a Broad Curriculum, 8 - Other Pupil Outcomes

Identified Need

To improve the academic achievement of all students at Yermo School it is important that we ensure all students are receiving high quality instruction and supports that target individual needs. All students must also have equal access to all programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP ELA Scores (2020 CAASPP not administered due to emergency COVID-19 closure)	32.17% of all students (3-8th grade) met or exceeded standards	ELA proficiency rate will increase by a minimum of 3%
2019 CAASPP Math Scores (2020 CAASPP not administered due to emergency COVID-19 closure)	31.01% of all students (3-8th grade) met or exceeded standards	Math proficiency rates will increase by a minimum of 3%
Initial Edmentum Reading Diagnostic	32% of all students (K-8) scored above the 50th percentile	The number of students ranked above the 50th percentile in reading will increase by 4% by the end of the 2020-2021 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Initial Edmentum Language Arts Diagnostic	33% of all students (K-8) scored above the 50th percentile	The number of students ranked above the 50th percentile in language arts will increase by 4% by the end of the 2020-2021 school year.
Initial Edmentum Math Diagnostic	27% of all students (K-8) scored above the 50th percentile	The number of students ranked above the 50th percentile in math will increase by 4% by the end of the 2020-2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to implement quality, in-class instruction to all students using RTI model: (Tier 1); In School/Class Intervention (Tier 2); Pull-out Intervention (Read 180/Sys. 44) for qualifying students in grades 3-8 (Tier 3); Research-based materials; incentives; awards

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)
44000.	Title I 2000-2999: Classified Personnel Salaries Employ two instructional aides (4 hours each) to support students in the classroom. Their schedules will be driven by student need.
0	None Specified None Specified Establish guided reading and small math groups in each classroom so that differentiated instruction can be better provided.
0	None Specified None Specified

	<p>Establish an "Access" period in middle school for both ELA and Math so that individual academic needs can be addressed. *During distance learning and/or the hybrid learning models this may not be available due to schedule constraints*</p>
85000.	<p>Title I 1000-1999: Certificated Personnel Salaries Employ one full time certificated teacher to run the pull-out tier II intervention programs (iRead, System 44, Read 180)for students in grades 2-6.</p>
28000.	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Employ two additional instructional aides (4 hours each) to support students in the classroom. Their schedules will be driven by student need. These positions will be temporary and may be phased out as the goal is met.</p>
8000.	<p>Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures The district already hires two educational consultants to provide professional development and support to staff members. Yermo will hire them for additional days for the site to support the goals. This will include Pat Pavelka to help build guiding reading program and improve writing instruction; Kristin Hilty to help with grade level math articulation, teach/reinforce strategies, and build intervention systems. Both teachers and instructional aides will have access to this additional support.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure sufficient supplemental learning materials are available to meet the specific needs of all students. Purchase new books (resource, dictionaries, library, intervention, enrichment, etc.) and classroom materials (learning centers, manipulatives, etc.) as appropriate to help with CCSS alignment. Also, Utilize technology based intervention programs and online materials to supplement core instruction; ensure all students have equal access to these technology based interventions.

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)
5000.	<p>Unrestricted 4000-4999: Books And Supplies Basic classroom/learning supplies such as copy paper, folders, spiral notebooks, post-its, index cards, pens, pencils, markers, highlighters, markers, etc. Learning materials such as manipulatives (dice, cards, letter magnets, etc.), whiteboards and markers, novels</p>
10000.	<p>Unrestricted 5000-5999: Services And Other Operating Expenditures Annual subscription renewal costs for programs such as Typing Agent, Renaissance Learning, Moby Max</p>
115810.	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase 1:1 devices for all students in grades 3-8 sot that they can have equal access to their online curriculums and interventions. Purchase pro-wise boards for lower elementary classrooms to provide interactive and engaging access to online curriculums and interventions.</p>
7500.	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase the web-based Edmentum Exact Path program for all students. This research based intervention program tailors interventions in reading, language arts, and math to each individual student</p>
3000.	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase learning materials including but not limited to research based intervention programs, math manipulatives, center activities, learning games and other materials to provide students with engaging learning experiences</p>
2773.	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase books for the library, focusing on informational text, at a variety of reading levels. Find more high interest books to engage</p>

students in reading to provide more opportunities for reading practice which will increase reading level.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as not making sufficient progress towards learning standards

Strategy/Activity

Facilitate Student Success Team (SST) Meetings every 6 – 8 weeks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Unrestricted
1000-1999: Certificated Personnel Salaries
Substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish After School Tutoring, STEM, and Enrichment/Club Activities based on student need and preferences

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)

8000.

Source(s)

Unrestricted
1000-1999: Certificated Personnel Salaries
Teacher hourly wages

2000.

Unrestricted
4000-4999: Books And Supplies
Purchase materials (i.e. sports equipment, art supplies, chess boards, cameras, books, etc) needed for clubs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Facilitate Student Monitoring Conferences (Principal 1:1 with each teacher to discuss students individual needs) a minimum of twice yearly

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)

600

Source(s)

Unrestricted
1000-1999: Certificated Personnel Salaries
Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students in grade 3-8

Strategy/Activity

Utilize CAASPP Interim Assessments, Block Assessments and Performance Tasks to monitor individual student needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
Administer assessments during the regular school schedule

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will analyze data to enhance data-based decision makin; review and revise the pace of standards; create common standards based assessments and rubrics/exemplars; refine guided reading system; plan interventions and enrichment; and develop a schoolwide system to promote academic success for all students and respond with additional support for students who do not demonstrate success

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)

5040.

Source(s)

Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
Provide substitute teachers to allow for teachers to meet in grade level structure groups every quarter/trimester

Annual Review

SPSA Year Reviewed: 2019-20

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.

With the emergency closure of schools in March of 2020, the full effect of the strategies could not be measured using the metric indicated as we did not administer the CAASPP in 2020. Data collected at the beginning of the 2020-2021 school year indicates that academic achievement remained the same or decreased slightly. It should be noted that some of the decline and lack of improvement could be due to the emergency closure of school in March of 2020.

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

There were no major differences. We were under budget in all areas, though, again, this is due to the emergency school closing. No expenses were incurred for the last 2.5 months of school.

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.

To account for not taking the CAASPP an additional metric of the Edmentum Diagnostic data was added to measure the success of the goal as written. Additional strategies were added to help meet the goal which utilizes the CSI grant Yermo received after being identified. These can be found in strategies 1, 2, and 8.

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

Student Engagement and School Climate (PBIS)

LEA/LCAP Goal

PARENT/STUDENT SUPPORT: All staff will work to meet the individual academic, social, emotional, and behavioral needs of all students. The school will also work with the families and community to improve their ability to support their students.

Goal 2

Yermo school will promote a positive learning environment where expectations are clearly explained and students are held accountable for meeting said expectations. Proper utilization and implementation of a Positive Behavior Interventions and Supports (PBIS) multi-tiered model which encompasses behavioral lessons, behavior expectation matrices, rewards, positive reinforcement, corrective feedback, Office Discipline Referrals (ODRs), and a behavioral flow chart will be used with fidelity. Social Emotional Learning will be embedded into the school day using the Second Step curriculum and other SEL/community building activities and instruction.

LCAP Alignment - Student Achievement, Parent/Student Support

State Priorities: , 4 - Pupil Achievement, 5- Pupil Engagement, 6- School Climate, 7 - Course Access, 8 - Other Pupil Outcomes

Identified Need

With the growing social and emotional needs of students, it will be important that Yermo School implements a variety of opportunities for such needs to be addressed. So that all students can be provided a safe learning environment, it will also be important that behavioral expectations are clear and that all individuals on the school campus are held accountable for their actions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Earned Office Discipline Referrals	343 ODRs	Reduce the total number of ODRs by 15%
Suspension	18 total suspensions	Reduce the total number of suspensions by 15%

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

Continue implementation of the PBIS system and provide the appropriate professional development to staff as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.

Source(s)

Unrestricted
5800: Professional/Consulting Services And Operating Expenditures
Conference (professional development) expenses

1500.

Unrestricted
4000-4999: Books And Supplies
Print ODRs and SOAR tickets
*During distance learning all ODRs and SOAR tickets will be documented electronically

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize behavior awards and incentives to promote positive behavior

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)

2000.

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Purchase certificates; prizes for drawings and class contests; items for the Eagle Mart and Eagle Cart
*During distance learning students will be provided "experiences" as rewards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase family involvement by hosting family nights, back to school night, parent-teacher conferences, PASS classes (at D.O.), etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Purchase Refreshments
During the COVID-19 pandemic this may not be allowable by public health guidelines

1000.

Title I
4000-4999: Books And Supplies
Purchase materials to be used/distributed at family nights
During the COVID-19 pandemic this may not be allowable by public health guidelines. Every effort will be made to hold virtual family nights

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teach social emotional learning (SEL) through the use the Second Step curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Purchase Second Step curriculum for all teachers

None Specified
None Specified

Create a daily homeroom period for all grade levels which will be utilized specifically for Second Step lessons, organization, community building activities, etc.

*During distance learning and the hybrid learning models the frequency may be less

Annual Review

SPSA Year Reviewed: 2019-20

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.

With the emergency closure of schools in March of 2020, the full effect of the strategies could not be measured. At the end of the year, Yermo had issued 18 suspensions and 343 ODRs. These numbers show a reduction from our baseline of 31 and 801. However it should be noted that the in-person school year ended 2.5 months early for which there is no data.

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

There were no major differences. We were under budget in all areas, though, again, this is due to the emergency school closing. No expenses were incurred for the last 2.5 months of school.

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

We will continue to work on a 15% reductions of both ODRs and suspensions. Strategies will not be changed. It has been noted that some may not be available in full effect during a distance learning or hybrid learning model.

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

College and Career Ready (AVID)

LEA/LCAP Goal

PARENT/STUDENT SUPPORT & STUDENT ACHIEVEMENT: The school will provide appropriate programs that foster academic success and create well-rounded students that are college and career ready.

Goal 3

The school will implement an AVID elective course at the middle school level for interested students that meet the program requirements in grades 7 and 8. In addition, the school will implement school-wide AVID with increased usage of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies in every classroom school-wide.

LCAP Alignment - Student Achievement, Parent/Student Support

State Priorities: 4 - Pupil Achievement, 5- Pupil Engagement, , 7 - Course Access, 8 - Other Pupil Outcomes

Identified Need

It is important that Yermo School provides all students with the skills, strategies, and knowledge needed to be ready to enter college or a career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coaching and Certification Instrument (CCI)	Meeting AVID implementation standards on 83% of the indicators	Meet AVID implementation standards (or above) on 100% of the indicators *With the understanding the the goal may not be attainable since we are not running an AVID elective during distance learning and/ hybrid model*

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development and certification conferences to teachers as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures
Conference (professional development) expences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish membership in the AVID community which will include access to AVID Weekly

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,300.

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures
AVID Membership

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplies needed for AVID organization and instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3200.

General Fund
4000-4999: Books And Supplies
Purchase supplies and materials (binders, highlighters, pencil pouches, agendas, easels, etc.) schoolwide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Take field trips to colleges/universities to allow students the opportunity to explore their options for higher education.

*Due to COVID-19 these activities may not be available during distance learning and hybrid learning models.

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)

2000.

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures
Transportation, meals, registration
Field trips may not be allowable during the COVID-19 pandemic. Public health guidelines will be followed.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

AVID Elective Students

Strategy/Activity

Provide at least one AVID tutor for 2 hours a minimum of twice a week and provide them with the proper training for tutorials.

*Due to COVID-19 these activities may not be available during distance learning and/or hybrid learning models. *

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)

2000.

Source(s)

General Fund
2000-2999: Classified Personnel Salaries
Hourly wages and training
Due to COVID-19 these activities may not be available during distance learning and/or hybrid learning models

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Explore different colleges and careers weekly as a class. Take interest inventories to determine what should be investigated. Invite guest speakers to speak to students about their careers and college experiences.

*Due to COVID-19 these activities may not be available during distance learning and hybrid learning models.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

Due to the emergency closure on March of 2020 the CCI was not completed at the end of the school year. For this reason, the baseline and goal will remain the same.

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

There were no major differences. We were under budget in all areas, though, again, this is due to the emergency school closing. No expenses were incurred for the last 2.5 months of school.

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

No changes will be made. This will remain a focus area and addressed in the SPSA as well as at site strategic planning.

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

Attendance

LEA/LCAP Goal

PARENT/STUDENT SUPPORT & STUDENT ACHIEVEMENT: The school will work with families to improve attendance so that students are present at school on a regular basis so that they may receive the proper instruction.

Goal 4

Yermo School will increase its daily student attendance average.

LCAP Alignment: Student Achievement, Engagement

State Priorities: 3 - Parental Involvement, 4 - Pupil Achievement, 5 - Pupil Engagement, 6 - School Climate

Identified Need

Research shows that students attain higher achievement when they attend school consistently. It will be important that Yermo School increases their attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Average	Overall monthly attendance average of 93%	Average monthly attendance above 96%

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 not meeting attendance expectations

Strategy/Activity

Utilize the School Attendance Review Team (SART) process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0

Hold meetings with parents as needed and have them sign the attendance SST agreements

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize attendance awards and incentives to promote increased attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Purchase attendance award certificates for monthly (TK-5) and quarterly (6-8) awards assemblies
*Due to COVID-19 these activities may not be available during distance learning and/or hybrid learning models.

0

Hold class competitions for spelling out "ATTENDANCE" and reward students with extra free time/recess
*Due to COVID-19 these activities may not be available during distance learning and/or hybrid learning models.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students not meeting attendance expectations

Strategy/Activity

Utilize district School Attendance Review Board (SARB) process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Refer families to SARB as needed.
Administration will attend meetings to review cases

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$344,523.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$170,123.00
Title I	\$130,000.00

Subtotal of additional federal funds included for this school: \$300,123.00

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

State or Local Programs	Allocation (\$)
	\$0.00
General Fund	\$11,500.00
None Specified	\$0.00
Unrestricted	\$32,900.00

Subtotal of state or local funds included for this school: \$44,400.00

Total of federal, state, and/or local funds for this school: \$344,523.00

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
	0.00
Comprehensive Support and Improvement (CSI)	170,123.00
General Fund	11,500.00
None Specified	0.00
Title I	130,000.00
Unrestricted	32,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	99,640.00
2000-2999: Classified Personnel Salaries	46,000.00
4000-4999: Books And Supplies	169,783.00
5000-5999: Services And Other Operating Expenditures	19,600.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	5,040.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	157,083.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	8,000.00
2000-2999: Classified Personnel Salaries	General Fund	2,000.00
4000-4999: Books And Supplies	General Fund	3,200.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,300.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	85,000.00
2000-2999: Classified Personnel Salaries	Title I	44,000.00
4000-4999: Books And Supplies	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	9,600.00
4000-4999: Books And Supplies	Unrestricted	8,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	13,300.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	325,723.00
Goal 2	7,000.00
Goal 3	11,500.00
Goal 4	300.00

School Site Council Membership

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

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

Name of Members	Role
Rodriguez, Adrina	Classroom Teacher
Glover, Karla	Classroom Teacher
Renfro, Renee	Classroom Teacher
Hisquierdo, Virginia	Other School Staff
Henson, Kate	Principal
Zuniga-Solorzano, Maria	Parent or Community Member
Becerra, Maria	Parent or Community Member
Backlund, Mariah	Parent or Community Member
Reeck, Tami	Parent or Community Member
Monroy, Milagros	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

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 10/6/2020.

Attested:

Principal, Katherine Henson on 10/6/2020



SSC Chairperson, Maria Becerra on 10/6/2020



Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019