

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Benjamin Foxen Elementary School
Address	4949 Foxen Canyon Rd. Santa Maria, CA 93454
County-District-School (CDS) Code	42 69112 6045264
Principal	Doug Brown
District Name	Blochman Union Elementary School District
SPSA Revision Date	October 2020
Schoolsite Council (SSC) Approval Date	October 27, 2020
Local Board Approval Date	November 10, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

School Profile

Blochman is one of the oldest school districts in Santa Barbara County. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. As of September 16, 2020, Benjamin Foxen Elementary School was home to 174 students. This is a K-8 school where 52% of the students are socioeconomically disadvantaged, 6% are English Learners, and there are no foster youth enrolled. Student demographics are as follows:

*Hispanic - 53.41%

*White - 40.91%

*Multiple/Other - 3.98%

American Indian/Alaskan Native - 1.14%

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

Due to the current COVID-19 pandemic, stakeholder engagement with parents, students, staff, and School Site Council have been conducted remotely and on a frequent basis. The focus of the conversations has been on the safe re-opening of the school and how to serve the needs of students through distance learning. The SPSA will be sent to the School Site Council members in early October for discussion and consideration of approval. The plan will then be presented to the Board of Education at the November 10, 2020 regularly scheduled board meeting.

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	1.89%	1.42%	1.44%	4	3	3
African American	0%	0%	0%	0	0	0
Asian	0.47%	0.47%	0%	1	1	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	50.47%	51.42%	51.44%	107	109	107
Pacific Islander	0%	0%	0%	0	0	0
White	42.92%	42.92%	44.23%	91	91	92
Multiple/No Response	4.25%	3.77%	2.88%	9	8	6
Total Enrollment				212	212	208

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	22	20	22
Grade 1	25	23	18
Grade 2	23	24	23
Grade3	21	23	26
Grade 4	24	25	23
Grade 5	21	24	26
Grade 6	26	22	22
Grade 7	23	27	25
Grade 8	27	24	23
Total Enrollment	212	212	208

Conclusions based on this data:

1.

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	25	27	14	11.79%	12.7%	6.7%
Fluent English Proficient (FEP)	2	4	19	0.94%	1.9%	9.1%
Reclassified Fluent English Proficient (RFEP)	4	0	14	1.89%	0.0%	51.9%

Conclusions based on this data:

1. We have been successful in reclassifying our EL students as shown by the 51.9% RFEP rate in 19/20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21	22	24	20	21	20	20	21	20	95.2	95.5	83.3
Grade 4	19	23	24	17	23	24	17	23	24	89.5	100	100
Grade 5	24	22	24	24	20	23	24	20	23	100	90.9	95.8
Grade 6	28	26	20	26	25	19	26	25	19	92.9	96.2	95
Grade 7	24	23	25	24	21	24	24	21	24	100	91.3	96
Grade 8	11	27	21	11	27	18	11	27	18	100	100	85.7
All	127	143	138	122	137	128	122	137	128	96.1	95.8	92.8

* 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	2465	2423	2444	45.00	19.05	35.00	10.00	33.33	15.00	30.00	28.57	25.00	15.00	19.05	25.00
Grade 4	2501	2490	2459	29.41	52.17	20.83	41.18	4.35	25.00	5.88	21.74	33.33	23.53	21.74	20.83
Grade 5	2509	2510	2534	20.83	25.00	30.43	37.50	25.00	26.09	20.83	25.00	26.09	20.83	25.00	17.39
Grade 6	2519	2546	2555	19.23	24.00	15.79	19.23	32.00	47.37	42.31	24.00	26.32	19.23	20.00	10.53
Grade 7	2547	2546	2586	4.17	14.29	25.00	45.83	33.33	41.67	33.33	23.81	25.00	16.67	28.57	8.33
Grade 8	2580	2554	2543	9.09	7.41	5.56	63.64	33.33	27.78	9.09	37.04	44.44	18.18	22.22	22.22
All Grades	N/A	N/A	N/A	21.31	23.36	22.66	33.61	27.01	30.47	26.23	27.01	29.69	18.85	22.63	17.19

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	40.00	23.81	35.00	40.00	52.38	35.00	20.00	23.81	30.00
Grade 4	35.29	39.13	16.67	47.06	43.48	70.83	17.65	17.39	12.50
Grade 5	25.00	35.00	39.13	58.33	40.00	34.78	16.67	25.00	26.09
Grade 6	11.54	28.00	21.05	50.00	44.00	52.63	38.46	28.00	26.32
Grade 7	29.17	19.05	25.00	54.17	47.62	62.50	16.67	33.33	12.50
Grade 8	45.45	18.52	16.67	36.36	51.85	44.44	18.18	29.63	38.89
All Grades	28.69	27.01	25.78	49.18	46.72	50.78	22.13	26.28	23.44

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	40.00	14.29	30.00	45.00	66.67	45.00	15.00	19.05	25.00
Grade 4	41.18	52.17	12.50	41.18	30.43	62.50	17.65	17.39	25.00
Grade 5	33.33	40.00	43.48	45.83	35.00	47.83	20.83	25.00	8.70
Grade 6	23.08	36.00	42.11	50.00	44.00	42.11	26.92	20.00	15.79
Grade 7	12.50	33.33	33.33	66.67	47.62	62.50	20.83	19.05	4.17
Grade 8	27.27	14.81	16.67	45.45	55.56	55.56	27.27	29.63	27.78
All Grades	28.69	31.39	29.69	50.00	46.72	53.13	21.31	21.90	17.19

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	35.00	28.57	20.00	55.00	57.14	70.00	10.00	14.29	10.00
Grade 4	17.65	21.74	25.00	76.47	60.87	62.50	5.88	17.39	12.50
Grade 5	16.67	25.00	21.74	58.33	55.00	65.22	25.00	20.00	13.04
Grade 6	7.69	12.00	26.32	84.62	72.00	68.42	7.69	16.00	5.26
Grade 7	12.50	19.05	12.50	62.50	52.38	79.17	25.00	28.57	8.33
Grade 8	45.45	14.81	22.22	36.36	62.96	61.11	18.18	22.22	16.67
All Grades	19.67	19.71	21.09	64.75	60.58	67.97	15.57	19.71	10.94

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	30.00	19.05	35.00	65.00	57.14	45.00	5.00	23.81	20.00
Grade 4	29.41	34.78	8.33	58.82	47.83	58.33	11.76	17.39	33.33
Grade 5	37.50	15.00	34.78	37.50	50.00	39.13	25.00	35.00	26.09
Grade 6	26.92	32.00	26.32	42.31	52.00	57.89	30.77	16.00	15.79
Grade 7	20.83	28.57	37.50	66.67	52.38	50.00	12.50	19.05	12.50
Grade 8	18.18	22.22	16.67	63.64	62.96	55.56	18.18	14.81	27.78
All Grades	27.87	25.55	26.56	54.10	54.01	50.78	18.03	20.44	22.66

Conclusions based on this data:

1. The ELA results for students have remained fairly consistent over the three years for which data is available.
2. The early intervention procedures are identifying students who need additional support in ELA. Teachers are using the following supplemental programs to assist students with ELA concepts: Explode the Code, Step Up to Writing, Barton Reading, Words Their Way, Mind Play, Read Naturally, and the Linda Mood Bell method.
3. Teachers expanded these offerings in 2017/2018 to include using Mind Play for all students and adding Benchmark Assessments, Project READ, and Primary Phonics.

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	21	22	24	20	21	20	20	21	20	95.2	95.5	83.3
Grade 4	19	23	24	17	23	24	17	23	24	89.5	100	100
Grade 5	24	22	24	24	21	23	24	21	23	100	95.5	95.8
Grade 6	28	26	20	26	26	19	26	26	19	92.9	100	95
Grade 7	24	23	25	24	21	24	24	21	24	100	91.3	96
Grade 8	11	27	21	11	27	18	11	27	18	100	100	85.7
All	127	143	138	122	139	128	122	139	128	96.1	97.2	92.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2409.	2440.	20.00	4.76	15.00	20.00	28.57	40.00	40.00	47.62	20.00	20.00	19.05	25.00
Grade 4	2475.	2488.	2447.	11.76	17.39	0.00	41.18	30.43	29.17	29.41	30.43	45.83	17.65	21.74	25.00
Grade 5	2465.	2473.	2485.	12.50	9.52	13.04	12.50	19.05	21.74	29.17	33.33	21.74	45.83	38.10	43.48
Grade 6	2488.	2522.	2517.	19.23	23.08	5.26	7.69	19.23	36.84	23.08	34.62	42.11	50.00	23.08	15.79
Grade 7	2525.	2547.	2537.	12.50	28.57	12.50	20.83	9.52	20.83	33.33	28.57	41.67	33.33	33.33	25.00
Grade 8	2568.	2534.	2522.	27.27	22.22	5.56	36.36	18.52	16.67	9.09	14.81	38.89	27.27	44.44	38.89
All Grades	N/A	N/A	N/A	16.39	17.99	8.59	20.49	20.86	27.34	28.69	30.94	35.16	34.43	30.22	28.91

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	20.00	28.57	25.00	55.00	28.57	55.00	25.00	42.86	20.00
Grade 4	29.41	43.48	8.33	35.29	21.74	50.00	35.29	34.78	41.67
Grade 5	12.50	14.29	13.04	20.83	38.10	34.78	66.67	47.62	52.17
Grade 6	19.23	19.23	26.32	19.23	42.31	36.84	61.54	38.46	36.84
Grade 7	20.83	28.57	12.50	25.00	28.57	50.00	54.17	42.86	37.50
Grade 8	45.45	29.63	5.56	27.27	25.93	38.89	27.27	44.44	55.56
All Grades	22.13	27.34	14.84	29.51	30.94	44.53	48.36	41.73	40.63

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	25.00	19.05	20.00	45.00	42.86	65.00	30.00	38.10	15.00
Grade 4	23.53	26.09	4.17	52.94	52.17	70.83	23.53	21.74	25.00
Grade 5	12.50	9.52	13.04	50.00	57.14	60.87	37.50	33.33	26.09
Grade 6	26.92	23.08	5.26	30.77	38.46	68.42	42.31	38.46	26.32
Grade 7	16.67	23.81	20.83	50.00	47.62	50.00	33.33	28.57	29.17
Grade 8	27.27	22.22	11.11	36.36	48.15	44.44	36.36	29.63	44.44
All Grades	21.31	20.86	12.50	44.26	47.48	60.16	34.43	31.65	27.34

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	20.00	19.05	30.00	60.00	61.90	45.00	20.00	19.05	25.00
Grade 4	29.41	26.09	4.17	52.94	60.87	58.33	17.65	13.04	37.50
Grade 5	12.50	4.76	13.04	29.17	61.90	52.17	58.33	33.33	34.78
Grade 6	19.23	15.38	10.53	30.77	53.85	63.16	50.00	30.77	26.32
Grade 7	20.83	23.81	16.67	54.17	52.38	66.67	25.00	23.81	16.67
Grade 8	18.18	25.93	11.11	45.45	33.33	61.11	36.36	40.74	27.78
All Grades	19.67	19.42	14.06	44.26	53.24	57.81	36.07	27.34	28.13

Conclusions based on this data:

1. Student results in mathematics have remained fairly flat and we recognize that we need to take steps in assisting students toward making larger improvements in math.
2. During 2019/2020 we hired a math tutor to assist students who were struggling with math. However, due to the COVID-19 pandemic, testing was suspended for 2019/2020 so we do not have a way of measuring the effectiveness of this action.
3. Teachers are using the following math supplements: Touch Math, Moby Max, Kahn Academy, and the Zearn Math program.

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	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							26	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5		*	*	*	*	*		*	*	*
7	*	*		*		*	*	*	*	*
All Grades	46.15	22.22	*	48.15	*	14.81	*	14.81	26	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
7	*	*		*	*	*		*	*	*
All Grades	57.69	37.04	*	33.33	*	14.81	*	14.81	26	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2		*	*	*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*
5		*	*	*		*	*	*	*	*
7	*	*	*	*		*	*	*	*	*
All Grades	*	14.81	*	29.63	*	40.74	*	14.81	26	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	42.31	29.63	50.00	51.85	*	18.52	26	27

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	69.23	40.74	*	40.74	*	18.52	26	27

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
7	*	*	*	*	*	*	*	*
All Grades	*	18.52	42.31	59.26	*	22.22	26	27

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	42.31	33.33	*	55.56	*	11.11	26	27

Conclusions based on this data:

1. We have a very small EL population.
2. We have been successful in reclassifying over half of our EL students during the 19/20 school year.

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
212	54.7	12.7	0

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	27	12.7
Foster Youth		0
Socioeconomically Disadvantaged	116	54.7
Students with Disabilities	27	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	3	1.4
Asian	1	0.5
Hispanic	109	51.4
Two or More Races	8	3.8
White	91	42.9





Conclusions based on this data:

1. We have a diverse population of students who need additional services and supports.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- English Language Arts:
 - Goal: The Dashboard will indicate a "Green" status for ELA.
 - Result: The Dashboard indicated an overall "Green" status for all students in the ELA category. Students are currently performing at 12.9 points above the state standard.
 - Analysis: While the Dashboard indicated a "Green" status for all students, the Hispanic and Socio-economically Disadvantaged student subgroups performed at a lower level than the White subgroup. The White subgroup continues to maintain a "Green" status with an 8.5 point increase over the prior year. English Learner Progress Indicator shows that 45.5% of our English Learner students are making progress toward English language proficiency.

This analysis indicates that we need to continue to improve our process for identifying students with low ELA skills and ensure that they receive adequate Tier 2 or Tier 3 intervention in ELA. Teachers are implementing UDL principles to meet the individual needs of all students. Students in the low performing category for ELA will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies to be used are Orton Gillingham multi-sensory direct instruction (Project Read and Barton), as well as Lindamood Bell Seeing Stars Sensory Imaging, and Read Naturally. The method used will depend on the characteristics and type of difficulty the student is manifesting. Students in the low performing category for ELA are assessed ongoing three times per year (fall, winter and spring) using the CORE Phonics Survey, San Diego Quick Assessment and CORE High Frequency Word Survey. If students are not making 15-20% gains or more per trimester or 12-15 weeks of instruction the Student Study Team (SST) will consider moving to more intensive instruction. Teachers also engage in weekly assessment to determine if students have mastered the weekly phoneme concepts written and read, tested well on high frequency word lists, and exhibit improved fluency rates in reading.

2. Mathematics:
- a. Goal: We will make movement toward achieving a "Green" status on the Dashboard in math.
 - b. Result: The Dashboard indicates an "Orange" status for all students which is a decline from the prior year.
 - c. Analysis: While the Dashboard indicated an "Orange" status for all students, the Hispanic and White student subgroups performed at a "Yellow" status. The Socioeconomically Disadvantaged subgroup maintained their status from the prior year. The Hispanic subgroup increased performance by 8.4 points over the prior year but the White subgroup declined by 17 point from the prior year. This analysis indicates that we need to continue to improve our process for identifying students with low math skills and ensure that they receive adequate Tier 2 or Tier 3 intervention in math. Teachers are implementing UDL principles to meet the individual needs of all students. Students in the low performing category for math are receiving intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting. Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs that they are using.

3. Chronic absenteeism rates
- a. Goal: Maintain a chronic absenteeism rate (defined as absent for 18 days or more) of less than 5%.
 - b. Result: The chronic absenteeism rates are as follows:
 - * 2015/2016 - 7.0%
 - * 2016/2017 - 2.6%
 - * 2018/2019 - 3.7%
 - * 2019/2020 - 0.5%
 - c. Analysis: Our chronic absenteeism rate is very low and is continuing to fall. Our rates are much lower than the statewide rate of 10.1%.

Suspension Rate

We achieved a "Blue" status on the Fall 2019 Dashboard for suspensions and expulsions for "All Students". The 2019/2020 suspension rate was 0.9% which is extremely low.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 13.2 points above standard Increased ++11.1 points 125	 No Performance Color 13.6 points above standard Increased Significantly ++19.2 points 16	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 8.9 points below standard Increased Significantly ++18.8 points 66	 No Performance Color 56.4 points below standard Increased Significantly ++33 points 22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  Yellow 8.6 points below standard Increased Significantly ++16 points 59	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color 0 Students	White  Green 38.5 points above standard Increased ++9 points 56

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 7.6 points below standard Increased Significantly ++25.4 points 12	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 13.9 points above standard Increased ++10.5 points 108
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Conclusions based on this data:

1. CAASPP English/Language Arts (ELA): The Dashboard indicated an overall "Green" status for all students in the ELA category which indicates an increase in scores over the prior year when the overall student base achieved a "Yellow" status. Student scores increased by 10.8 points and are 12.9 points above the state standard.
2. In order to improve student achievement for unduplicated pupils, we continued to utilize the targeted, researched based Step Up to Writing program and train teachers on the effective use of this program, provide two .5 FTE intervention teachers, one .36 intervention teacher, and a full- time instructional assistant for intervention. Dedicated intervention teachers and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.
3. Students in the low performing category for ELA will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies to be used are Orton Gillingham multi-sensory direct instruction (Project Read and Barton), as well as Lindamood Bell Seeing Stars Sensory Imaging, and Read Naturally.

During the 2019/2020 school year we added the Fountas and Pinnell Reading Assessment system as well. The method used will depend on the characteristics and type of difficulty the student is manifesting Students in the low performing category for ELA are assessed ongoing three times per year (fall, winter and spring) using the CORE Phonics Survey, San Diego Quick Assessment and CORE High Frequency Word Survey. If students are not making 15-20% gains or more per trimester or 12- 15 weeks of instruction the Student Study Team (SST) will consider moving

to more intensive instruction. Teachers also engage in weekly assessment to determine if students have mastered the weekly phoneme concepts written and read, tested well on high frequency word lists, and exhibit improved fluency rates in reading.

This Action/Service is effective as indicated by our move from the "Yellow" category of the Dashboard to the "Green" category.

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:








This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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
 Orange 31.5 points below standard Declined -5.2 points 125	 No Performance Color 15.5 points below standard Increased Significantly ++30.7 points 16	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Orange 47.9 points below standard Maintained ++2.8 points 66	 No Performance Color 94.7 points below standard Increased Significantly ++20.5 points 22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>39.2 points below standard</p> <p>Increased ++8.4 points</p> <p>59</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>		 <p>Yellow</p> <p>20.1 points below standard</p> <p>Declined Significantly -17 points</p> <p>56</p>

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
<p>18.8 points below standard</p> <p>Increased Significantly ++49.7 points 12</p>	<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>33.2 points below standard</p> <p>Declined -9.2 points</p> <p>108</p>

Conclusions based on this data:

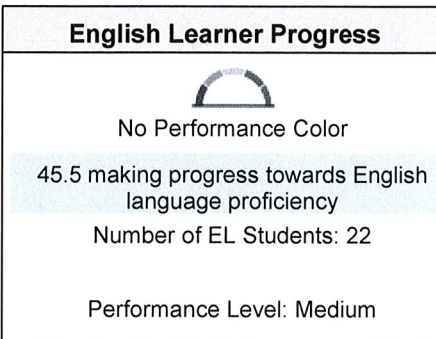
1. CAASPP Mathematics: The Dashboard indicates an "Orange" status for all students who performed 31.5 points below the standard.
2. Teachers and Instructional Aides are available after normal instructional hours to provide additional math support to students.

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
6	6	3	7

Conclusions based on this data:

- We used the Dashboard's English Learner Progress Indicator to help us analyze our progress with improving outcomes for our English Learner (EL) students. The Dashboard makes the following statements regarding English Learner progress: "Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency." The Dashboard reports the following information for our school:

 - 45.5 % of our EL students are making progress towards English language proficiency
 - Number of EL students: 22
 - Performance level: medium
 - Percent of ELs who decreased at least one ELPI level: 27.2%
 - Percent of ELs who maintained ELPI levels 1 – 3: 27.2%
 - Percent of ELs who maintained ELPI level 4: 13.6%
 - Percent of ELs who progressed at least one ELPI level: 31.8%
- While our performance level is only medium we are encouraged that 31.8% of our EL students progressed at least one level. During 2019/2020 we were able to R-FEP nine students which brings our total EL student population down to 14.

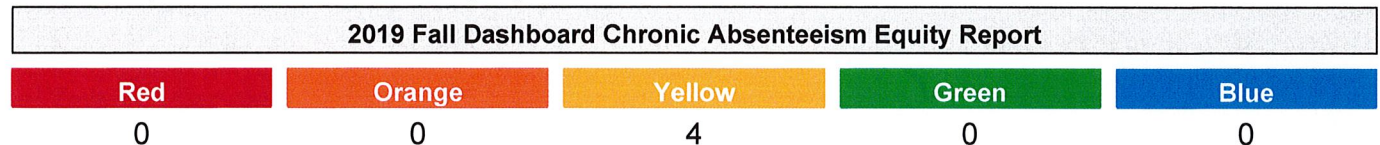
School and Student Performance Data

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		
All Students  Yellow 3.7 Increased +2.3 217	English Learners  Yellow 3.3 Increased +3.3 30	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  Yellow 4.2 Increased +2.6 120	Students with Disabilities  No Performance Color 0 Declined -3.3 27

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow 3.5 Increased +3.5 113	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Yellow 4.3 Increased +2.2 92

Conclusions based on this data:

1. Chronic absenteeism rates
 - a. Goal: Maintain a chronic absenteeism rate (defined as absent for 18 days or more) of less than 5%.
 - b. Result: The chronic absenteeism rates are as follows:
 - * 2015/2016 - 7.0%
 - * 2016/2017 - 2.6%
 - * 2018/2019 - 3.7%
 - * 2019/2020 - 0.5%
 - c. Analysis: Our chronic absenteeism rate is very low and is continuing to fall. Our rates are much lower than the statewide rate of 10.1%.

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:

Lowest
Performance



Highest
Performance






This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Blue</p> <p>0.5</p> <p>Declined -0.4</p> <p>219</p>	<p>Orange</p> <p>3.1</p> <p>Maintained 0</p> <p>32</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Green</p> <p>0.8</p> <p>Declined -0.7</p> <p>121</p>	<p>No Performance Color</p> <p>0</p> <p>Declined -3.3</p> <p>28</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color Less than 11 Students - Data 3</p>	 <p>No Performance Color Less than 11 Students - Data 1</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green 0.9 Declined -0.9 115</p>	 <p>No Performance Color Less than 11 Students - Data 8</p>		 <p>Blue 0 Maintained 0 92</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.5

Conclusions based on this data:

1. We achieved a "Blue" status on the Fall 2019 Dashboard for suspensions and expulsions for "All Students". The 2019/2020 suspension rate was 0.9% which is extremely low.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Use of Title V, Part B: Rural Education Initiative funding

Goal Statement

The purpose of the SPSA is to provide information regarding the use of funding secured through the Consolidated Application. The only funding we receive in this manner is through Title V, Part B: Rural Education Initiative. In order to improve student achievement, we allocate these funds to providing Instructional Aides to provide intervention services to students. Dedicated intervention Instructional Aides will provide the additional support pupils often need to be able to perform on par with their peers.

LCAP Goal

Due to the COVID-19 pandemic, the LCAP was suspended for the 2020/2021 school year.

Basis for this Goal

Dashboard analysis indicates that our students need to make improvements in English Language Arts and Math. This goal addresses the following state priorities:

4 - Pupil achievement (pupil outcomes)

8 - Other pupil outcomes (pupil outcomes)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard - CAASPP assessment for English Language Arts and Math	ELA: 2019 Dashboard - "Green" category for all students Math: 2019 Dashboard - "Orange" category for all students	Due to the COVID-19 pandemic, the 2020 Dashboard has been suspended. However, once the Dashboard is reinstated we would expect student scores on the CAASPP test to increase by 15 points for both ELA and math.

Planned Strategies/Activities

Strategy/Activity 1

In order to improve student achievement, we will provide Instructional Aides to provide intervention services to students. Dedicated intervention Instructional Aides will provide the additional support pupils often need to be able to perform on par with their peers.

Students to be Served by this Strategy/Activity

All

Timeline

On-going

Person(s) Responsible

Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount 38,155

Source Rural Education Achievement Program (REAP)

Budget Reference 2000-2999: Classified Personnel Salaries

Description Instructional Aides salaries

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	38,155.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	38,155.00

Allocations by Funding Source

Expenditures by Funding Source

Funding Source	Amount
Rural Education Achievement Program (REAP)	38,155.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	38,155.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Rural Education Achievement Program (REAP)	38,155.00

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
- 1 Secondary Students

Name of Members	Role
Doug Brown	Principal
Jennifer Arkinson	Classroom Teacher
Joni Arnold	Classroom Teacher
Jennifer McCallister	Classroom Teacher
Kim Troeger	Other School Staff
Amy Sage	Parent or Community Member
Randy Beal	Parent or Community Member
Jennifer McCallister	Classroom Teacher
Kristin Boeken	Parent or Community Member
Nina Esquivias	Parent or Community Member
Gabriella Gonzalez	Parent or Community Member
Abram Arkinson	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

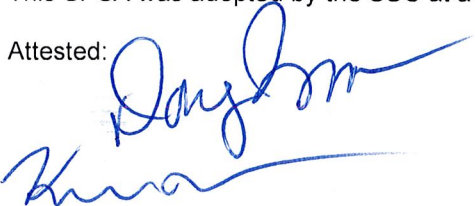
Other: Medi-Cal Billing Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 27, 2020.

Attested:



Principal, Doug Brown on October 27, 2020

SSC Chairperson, Kristin Boeken on October 27, 2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program