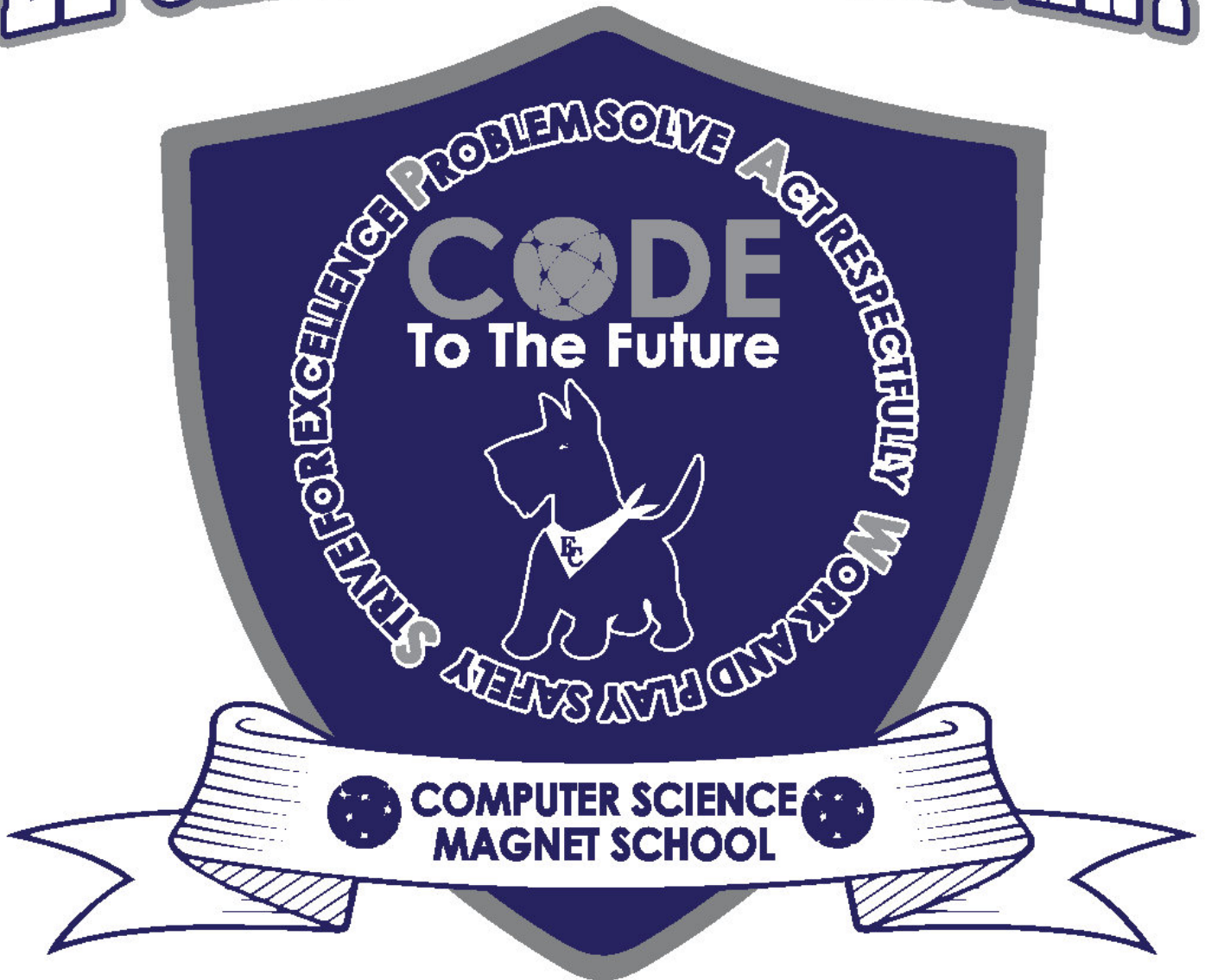


# EL CERRITO ELEMENTARY



## 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
El Cerrito Elementary School	30665636028948	November 2, 2022	January 12, 2023

## Purpose and Description

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

Schoolwide Program

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

The 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.

El Cerrito Elementary believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods effective intervention strategies and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.

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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).

The following summaries are based upon staff and student surveys, minutes/findings from Leadership Team and PLC meetings:

### English Language Arts:

The El Cerrito staff agrees that English Language Arts continues to be the area most in need of focus. The School Leadership Team (SLT) collaborated with staff members and CollaborativeEDU coaches to determine the following 2022-2023 School Improvement Plan Goal: Students will independently unpack prompts to analyze text and convey information in writing, in response to an on-demand expository/informational text across all subject areas. Students will independently:

- Produce written responses in an on-demand final product in the expository/informational text
- Determine appropriate thinking maps to use
- Use complete sentences
- Analyze/unpack prompts

Teachers will accomplish this through:

- Providing specific targeted intervention
- Differentiated instruction with a focus on developing standards-based "respectful tasks" for those students working independently
- Implementation of reading comprehension strategies on a daily basis across curricular areas with students and be provided coaching/feedback as needed, time to observe colleagues, time for focused discussion, and reflection during cross-grade level

Professional Learning Community meetings

- Utilization of Depth and Complexity icons along with close reading annotations will be utilized during close and analytical reading
- Utilization of Thinking Maps and Step Up to Writing Strategies to develop writing skills
- Utilization of GLAD strategies to develop vocabulary and strengthen student's comprehension in all content areas
- The use of i-Ready Reading diagnostic data as well as require students to complete weekly i-Ready assignments to provide whole class as well as targeted intervention and learning support

### Mathematics:

In order to move students towards proficiency in the area of math, El Cerrito will provide differentiated math instruction aligned with Common Core State Standards for mathematics.

Targeted instruction will be inclusive of high stakes strategies such as Cognitively Guided Instruction (CGI) strategies, daily use of math manipulatives for all students for scaffolding and support and the use of key math vocabulary to increased student understanding of math concepts. Teachers will:

- Review CAASPP Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments
- Provide Tier 1 and 2 math instructional groups as needed with the support of the MTSS Teacher on Special Assignment (TOSA) and MTSS Educational Assistant

- Implement ST Math and i-Ready Math in order to provide whole group and targeted instruction and analyze student performance data

#### English Learners:

The English Learner population at El Cerrito continues to decrease every year. El Cerrito is fortunate to have 15 out of 20 staff members GLAD trained. The El Cerrito staff feels that it is very important to continue to provide the scaffolding and support the students need in order to be successful. In our efforts to provide effective differentiated instruction for English learners, students will be provided daily integrated and designated English Language Development (ELD) instruction for 30 minutes using the Wonders Curriculum, Project GLAD strategies and El Cerrito Sentence Frames for oral language development. Teachers will:

- Review ELPAC data to monitor student progress in reaching English proficiency
- Provide additional Designated English Language Development (ELD) target instruction with the support of MTSS TOSA
- Devote PLC time to discussing student progress and brainstorming effective ways of meeting their varying needs with the support of the Multilingual Support Team Lead

#### Identified Needs for Professional Development:

- Reading Comprehension strategies including G.A.T.E. Depth and Complexity Icons
- Thinking Map and Step Up to Writing Strategies
- Differentiated instruction
- Continued use of GLAD strategies
- Cross-grade level articulation for the purpose of communicating expectations for student learning
- Opportunities to view other multiple measure data and visit other schools to learn additional instructional strategies for the areas of Language Arts and Mathematics

Results from the student engagement survey given to all 6th grade students indicate students genuinely enjoy being at school. They feel safe, supported, and that their needs are being met.

#### Parent and Family Engagement:

Aeries Communication, Class Dojo and Seesaw will be utilized during the 2022-2023 school year in promoting home-school communication with our parents as easy-to-access tools. These platforms will provide clear communication and information to families who utilize the platforms. Staff will also use Google Classroom, Class Dojo and/or Seesaw to communicate with families and keep them up to date on class and school events. . El Cerrito's school website and social media accounts are updated regularly to inform parents of upcoming events and how they can be involved. Parents will be informed on a regular basis how their students are progressing at meeting grade-level standards and receive information during parent-teacher conferences and parent training about how to help their children at home. In addition, families of 6th grade students can access Aeries Parent Portal for the most current information on grades and work completion.

The input from families on Parent Training and Involvement opportunities at El Cerrito showed a continued interest in parenting classes. With the support of our Community Liaison, during the 2022-2023 school year various parenting workshops and seminars will be offered to the El Cerrito community.

#### Areas Identified for Future Training for families include:

- Improving and helping students with Reading/Math

- Homework Help
- Technology Use
- Healthy Habits

#### School Climate:

By the end of the 2022-2023 school year, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

## Classroom Observations

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

#### Classroom Learning Rounds:

The administration and teachers will participate in guided visits during the 2022-2023 school year. These learning rounds will include observing specific classroom practices and providing feedback to the staff. In addition, best instructional strategies are shared and feedback is received on the implementation of district initiatives. The feedback from these visits also helps the staff reflect on current practices and improve instruction. In addition, representatives from the SLT will often walk classrooms to provide feedback and support to colleagues.

#### Formal and Informal Observations:

These informal observations provide the administrator frequent opportunities to observe a teacher's instructional strategies and student learning for the purpose of providing instructional feedback and/or support, modeling of instructional practices, and monitoring of student progress. Formal observations are conducted for those teachers who have a formal observation requirement for the school year as per district regulations.

## 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)

At the beginning of the school year, school site staff analyze California Assessment of Student Performance and Progress (CAASPP) results. In the 2022-2023 school year, El Cerrito also used i-Ready Diagnostic data in ELA and Math as summative measures to assess student performance. Just like the CAASPP results, i-Ready results are used to create achievement goals per grade level and school wide. Team members also utilize ongoing assessments to gauge mastery of the State Standards and learning goals outlined. Students not reaching mastery will then receive targeted intervention and supports.

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

El Cerrito Elementary teachers at the start of the school year analyze individual student data and formative assessments to guide instruction. i-Ready data is utilized to set measurable and attainable goals for individual student improvement and school goals. i-Ready assessments are then given each trimester to assist in the continual monitoring of student goals and achievement. Professional Learning Communities (PLC) held weekly, assist teachers in the discussion of data, standards, student success, challenges and needed interventions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at El Cerrito Elementary meet the highly qualified requirements.

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

All staff have met AB 466 requirements through Clear Credential process or through Master's Degree programs.

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

Professional Development is strategically aligned and developed to the California Common Core State Standards. At all times the academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS (Positive Behavioral Interventions and Supports), Multi-Tiered System of Support (MTSS), and Code to the Future Curriculum Professional Development and educational technology.

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

El Cerrito staff works with the site MTSS Teacher on Special Assignment (TOSA), in the content areas, standards-based lessons, and data talks to guide instruction. The MTSS TOSA also assists with PLC discussions, and one on one teacher support and mentoring.



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

Teachers collaborate in PLC's every Wednesday afternoon on student early release day. Teachers engage in vertical articulation as well as grade-level articulation in PLC's. Districtwide teams meet quarterly and discuss data analysis standards-based instruction and assessment.

## Teaching and Learning

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

At the start of the school year, teachers were provided staff development led by District leaders. Trainings included professional development on Thinking Maps, G.A.T.E. Depth and Complexity icons, i-Ready support, data analysis, and standards based instruction. Our team of teachers review Interim assessments that support students in understanding the CAASPP testing format and SBAC Claim assessments. PLC's are instrumental in allowing our teachers to plan, discuss standards based instruction and needed interventions for student achievement.

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

Instructional minutes are targeted to state mandates for recommended minutes. Daily and weekly lesson plans outline the blocks of time utilized for each subject area. Principal also verifies the instructional minutes at the beginning of the start of every school year.

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

Team of teachers with the guidance of the Principal and MTSS TOSA prepare lesson-pacing guides that are standards based. Discussions are held on best practices to ensure Common Core State Standards are addressed throughout the year.

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

All students are provided standards-based materials that are appropriate.

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

All teachers use State Board of Education adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

Interventions and supports are provided during the instructional day for struggling students inside their classrooms with the support of the MTSS TOSA and MTSS educational assistant. Various strategies are incorporated to assist with academic challenges. Students also utilize i-Ready, which assists in identifying their reading and math level, and provides computer-based personalized instruction at the student's level. Teachers then analyze the data for continued refinement of instructional student needs.

## Evidence-based educational practices to raise student achievement

Educational practices used to raise educational practices include SDAIE strategies, GLAD, CGI, ELD, and technology based programs such as i-Ready and ST Math.

## Parental Engagement

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

- \* Afterschool tutoring and programs
- \* ASES afterschool program
- \* PBIS
- \* RTI, IEP and 504 plans
- \* ELD program
- \* MTSS
- \*Technology supports for academic learning
- \*Community Liaison

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

Parent, community, and school personnel voices are a welcomed part in the planning, implementation, and evaluation of programs. Parents are involved through PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and volunteering. Their voices are used to review our consolidated application programs.

## Funding

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

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards.

## Fiscal support (EPC)

- \*LCFF
- \*District funding

## School Profile

We are proud to share that we are La Habra City School District's Computer Science Magnet School. All transitional kindergarten through 6th grade students are issued an iPad to take home daily. We have partnered with Code to the Future to provide a supported Computer Science Immersion Program. Students share solutions featuring computer programming with a real-world audience beyond their teacher and collaborate with experts in the world as they use computer programming to solve problems. These experiences contribute to student ownership of their work, and deeper, longer-lasting learning in all content areas.

Students are engaged in a structured program provided by Code to the Future that provides Computer Science lessons and activities regularly. These activities include learning programming languages and how to apply what they learn using LEGO Education and Minecraft Education Edition. Computer science lessons are woven into core subject areas. Teachers are provided regular support and coaching from a Code to the Future "Coach" who provides instructional resources and lessons to help students solve relevant and authentic problems which will be showcased throughout the school year to the community; these showcases, known as "Epic Builds" will occur three times a year.

We firmly believe that all children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility. Colin Powell said, "If you are going to achieve excellence in big things, you develop the habit in little matters." At El Cerrito, our Scotties are provided daily opportunities to develop habits that will help them achieve excellence. Our STEM lab, which includes Ozobots, 3-D printers, drones and a Lego wall, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs. Our safe and supportive environment engenders student confidence and competence on the road to college and career readiness.

As a California Gold Ribbon School, Title I Academic Achievement Award School, and California Pivotal Practice Program Award School amazing things happen at El Cerrito! With a continual focus on student learning, all instructional activities are designed to provide students with opportunities for a brighter tomorrow. El Cerrito's full-day Kindergarten prepares our youngest Scotties with the foundation needed for future success!

El Cerrito teachers meet on a weekly basis in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention, enrichment opportunities, and how to differentiate instruction to meet the needs of all students. Further, triennially Cycles of Inquiry based on SIP goals take place and provide opportunities for teachers teams to meet with and across grade levels to look at student work and analyze data. Teachers are continuously asking themselves DuFour's four critical questions when discussing student achievement to ensure student success.

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

The parents and the community are key components to the success of our students. Therefore, we welcome and encourage our parents to take an active role in their child's education. We strongly believe in "teamwork" because when the best and brightest come together, the possibilities are endless!

# Educational Partner 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

El Cerrito's School Site Council meets regularly throughout the school year. Members of the committee provided input, asked clarifying questions, and were involved in the development as well as the approval of the plan. The Site Council reviewed the plan throughout the year. It can be difficult at times to have the entire committee together at the same time. When this happens, copies of the documents from the meeting are sent to those members for input, questions, and suggestions.

## Resource Inequities

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

None to report.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	0.22%	0	1	1
African American	1.12%	1.2%	0.86%	5	5	4
Asian	2.02%	1.7%	2.16%	9	7	10
Filipino	1.35%	1.9%	2.38%	6	8	11
Hispanic/Latino	87.67%	84.4%	82.51%	391	357	382
Pacific Islander	0%	%	0.22%	0		1
White	6.28%	8.5%	7.78%	28	36	36
Multiple/No Response	1.57%	1.9%	2.81%	7	8	13
	<b>Total Enrollment</b>			446	423	463

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	82	64	83
Grade 1	55	56	50
Grade 2	70	54	65
Grade3	61	72	62
Grade 4	70	58	72
Grade 5	45	72	58
Grade 6	63	47	73
<b>Total Enrollment</b>	446	423	463

### Conclusions based on this data:

1. There was a slight increase in enrollment last school year.
2. We are hopeful that because we are a Computer Science Magnet School enrollment will continue to increase.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	115	87	97	25.8%	20.60%	21.0%
Fluent English Proficient (FEP)	53	50	51	11.9%	11.80%	11.0%
Reclassified Fluent English Proficient (RFEP)	13	23	10	10.0%	5.40%	

### Conclusions based on this data:

1. The number of English learners rose by 10 students.
2. As a staff, we will continue to identify and plan learning experiences to better meet the needs of our English Learners.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	71	61	73	0	60	73	0	60	100	0	98.4
Grade 4	47	58	71	47	0	69	47	0	69	100	0	97.2
Grade 5	57	74	54	55	0	53	55	0	53	96.5	0	98.1
Grade 6	56	47	69	55	0	68	55	0	68	98.2	0	98.6
All Grades	233	250	255	230	0	250	230	0	250	98.7	0	98.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2405.		2380.	19.18		8.33	24.66		23.33	20.55		26.67	35.62		41.67
Grade 4	2423.		2447.	17.02		20.29	14.89		23.19	14.89		14.49	53.19		42.03
Grade 5	2478.		2480.	10.91		11.32	30.91		26.42	23.64		33.96	34.55		28.30
Grade 6	2511.		2521.	12.73		16.18	27.27		29.41	30.91		30.88	29.09		23.53
All Grades	N/A	N/A	N/A	15.22		14.40	24.78		25.60	22.61		26.00	37.39		34.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.81		10.00	45.21		68.33	36.99		21.67
Grade 4	14.89		18.84	53.19		63.77	31.91		17.39
Grade 5	21.82		9.43	45.45		73.58	32.73		16.98
Grade 6	18.18		17.65	45.45		54.41	36.36		27.94
All Grades	18.26	N/A	14.40	46.96	N/A	64.40	34.78	N/A	21.20

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	17.81		3.33	46.58		53.33	35.62		43.33
<b>Grade 4</b>	17.02		13.04	31.91		50.72	51.06		36.23
<b>Grade 5</b>	14.55		11.32	54.55		54.72	30.91		33.96
<b>Grade 6</b>	10.91		10.29	58.18		61.76	30.91		27.94
<b>All Grades</b>	15.22	N/A	9.60	48.26	N/A	55.20	36.52	N/A	35.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	15.07		5.00	64.38		78.33	20.55		16.67
<b>Grade 4</b>	6.38		11.59	65.96		72.46	27.66		15.94
<b>Grade 5</b>	9.09		5.66	65.45		75.47	25.45		18.87
<b>Grade 6</b>	14.55		14.71	60.00		72.06	25.45		13.24
<b>All Grades</b>	11.74	N/A	9.60	63.91	N/A	74.40	24.35	N/A	16.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	24.66		10.00	41.10		53.33	34.25		36.67
<b>Grade 4</b>	12.77		8.70	46.81		63.77	40.43		27.54
<b>Grade 5</b>	18.18		9.43	45.45		75.47	36.36		15.09
<b>Grade 6</b>	23.64		17.65	56.36		67.65	20.00		14.71
<b>All Grades</b>	20.43	N/A	11.60	46.96	N/A	64.80	32.61	N/A	23.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 39.84% of students met or exceeded grade level standards in English Language Arts.
2. Percentage of students at or near standard increased in reading, writing, listening and research/inquiry.
3. Percentage of students below standard decreased in reading, writing, listening and research/inquiry.





# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	73	71	61	73	0	60	73	0	60	100	0.0	98.4
Grade 4	47	58	71	47	0	69	47	0	69	100	0.0	97.2
Grade 5	57	74	54	56	0	54	56	0	54	98.2	0.0	100.0
Grade 6	56	47	69	56	0	68	56	0	68	100	0.0	98.6
All Grades	233	250	255	232	0	251	232	0	251	99.6	0.0	98.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2429.		2407.	17.81		6.67	26.03		31.67	30.14		28.33	26.03		33.33
Grade 4	2433.		2457.	10.64		18.84	19.15		23.19	27.66		26.09	42.55		31.88
Grade 5	2490.		2476.	10.71		11.11	19.64		12.96	46.43		38.89	23.21		37.04
Grade 6	2508.		2493.	17.86		10.29	16.07		11.76	30.36		36.76	35.71		41.18
All Grades	N/A	N/A	N/A	14.66	N/A	11.95	20.69	N/A	19.92	33.62	N/A	32.27	31.03	N/A	35.86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.77		13.33	39.73		51.67	31.51		35.00
Grade 4	19.15		24.64	27.66		40.58	53.19		34.78
Grade 5	16.07		11.11	50.00		44.44	33.93		44.44
Grade 6	19.64		7.35	30.36		47.06	50.00		45.59
All Grades	21.55	N/A	14.34	37.50	N/A	45.82	40.95	N/A	39.84

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	19.18		13.33	57.53		51.67	23.29		35.00
<b>Grade 4</b>	12.77		15.94	40.43		52.17	46.81		31.88
<b>Grade 5</b>	8.93		7.41	55.36		61.11	35.71		31.48
<b>Grade 6</b>	17.86		14.71	44.64		35.29	37.50		50.00
<b>All Grades</b>	15.09	N/A	13.15	50.43	N/A	49.40	34.48	N/A	37.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	23.29		13.33	42.47		65.00	34.25		21.67
<b>Grade 4</b>	17.02		15.94	34.04		55.07	48.94		28.99
<b>Grade 5</b>	12.50		12.96	42.86		57.41	44.64		29.63
<b>Grade 6</b>	23.21		13.24	32.14		61.76	44.64		25.00
<b>All Grades</b>	19.40	N/A	13.94	38.36	N/A	59.76	42.24	N/A	26.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 31.74% of students met or exceeded grade level standards.
2. Math appears to be an area of need.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1438.3	1453.4	1415.0	1459.6	1461.3	1425.6	1388.3	1434.9	1390.3	17	15	12
<b>1</b>	1449.2	1497.4	*	1460.8	1518.1	*	1437.1	1475.9	*	22	14	8
<b>2</b>	1503.2	1498.9	*	1530.9	1506.5	*	1475.1	1491.0	*	22	11	9
<b>3</b>	*	1495.0	*	*	1504.7	*	*	1484.8	*	10	20	10
<b>4</b>	1532.6	1499.3	1530.6	1525.8	1502.1	1542.5	1538.9	1495.8	1518.2	13	11	17
<b>5</b>	1547.3	*	*	1559.2	*	*	1534.7	*	*	18	10	10
<b>6</b>	1524.7	*	*	1513.3	*	*	1535.3	*	*	12	10	9
<b>All Grades</b>										114	91	75

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	17.65	40.00	16.67	41.18	26.67	25.00	35.29	13.33	50.00	5.88	20.00	8.33	17	15	12
<b>1</b>	4.55	35.71	*	54.55	42.86	*	27.27	14.29	*	13.64	7.14	*	22	14	*
<b>2</b>	27.27	27.27	*	36.36	36.36	*	36.36	27.27	*	0.00	9.09	*	22	11	*
<b>3</b>	*	15.00	*	*	40.00	*	*	30.00	*	*	15.00	*	*	20	*
<b>4</b>	46.15	0.00	29.41	38.46	54.55	41.18	15.38	45.45	23.53	0.00	0.00	5.88	13	11	17
<b>5</b>	38.89	*	*	44.44	*	*	11.11	*	*	5.56	*	*	18	*	*
<b>6</b>	8.33	*	*	50.00	*	*	25.00	*	*	16.67	*	*	12	*	*
<b>All Grades</b>	21.05	25.27	17.57	44.74	42.86	47.30	27.19	23.08	28.38	7.02	8.79	6.76	114	91	74

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	23.53	40.00	33.33	47.06	33.33	41.67	23.53	6.67	8.33	5.88	20.00	16.67	17	15	12
<b>1</b>	31.82	64.29	*	31.82	28.57	*	27.27	7.14	*	9.09	0.00	*	22	14	*
<b>2</b>	50.00	36.36	*	36.36	45.45	*	13.64	18.18	*	0.00	0.00	*	22	11	*
<b>3</b>	*	40.00	*	*	35.00	*	*	25.00	*	*	0.00	*	*	20	*
<b>4</b>	53.85	18.18	47.06	30.77	72.73	47.06	15.38	9.09	5.88	0.00	0.00	0.00	13	11	17
<b>5</b>	72.22	*	*	22.22	*	*	0.00	*	*	5.56	*	*	18	*	*
<b>6</b>	33.33	*	*	50.00	*	*	0.00	*	*	16.67	*	*	12	*	*
<b>All Grades</b>	42.98	45.05	40.54	35.96	40.66	47.30	14.91	10.99	8.11	6.14	3.30	4.05	114	91	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.88	46.67	33.33	88.24	40.00	50.00	5.88	13.33	16.67	17	15	12
<b>1</b>	50.00	64.29	*	40.91	35.71	*	9.09	0.00	*	22	14	*
<b>2</b>	63.64	27.27	*	31.82	72.73	*	4.55	0.00	*	22	11	*
<b>3</b>	*	40.00	*	*	50.00	*	*	10.00	*	*	20	*
<b>4</b>	23.08	27.27	64.71	69.23	72.73	35.29	7.69	0.00	0.00	13	11	17
<b>5</b>	16.67	*	*	77.78	*	*	5.56	*	*	18	*	*
<b>6</b>	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
<b>All Grades</b>	29.82	38.46	35.14	61.40	54.95	59.46	8.77	6.59	5.41	114	91	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	29.41	26.67	16.67	64.71	53.33	75.00	5.88	20.00	8.33	17	15	12
<b>1</b>	13.64	50.00	*	72.73	50.00	*	13.64	0.00	*	22	14	*
<b>2</b>	59.09	45.45	*	36.36	54.55	*	4.55	0.00	*	22	11	*
<b>3</b>	*	40.00	*	*	50.00	*	*	10.00	*	*	20	*
<b>4</b>	84.62	55.56	52.94	15.38	44.44	47.06	0.00	0.00	0.00	13	9	17
<b>5</b>	88.89	*	*	5.56	*	*	5.56	*	*	18	*	*
<b>6</b>	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
<b>All Grades</b>	52.63	55.06	58.11	41.23	39.33	37.84	6.14	5.62	4.05	114	89	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	13.33	8.33	88.24	80.00	83.33	11.76	6.67	8.33	17	15	12
<b>1</b>	22.73	28.57	*	54.55	50.00	*	22.73	21.43	*	22	14	*
<b>2</b>	9.09	27.27	*	68.18	36.36	*	22.73	36.36	*	22	11	*
<b>3</b>	*	5.00	*	*	50.00	*	*	45.00	*	*	20	*
<b>4</b>	7.69	0.00	17.65	84.62	63.64	47.06	7.69	36.36	35.29	13	11	17
<b>5</b>	5.56	*	*	72.22	*	*	22.22	*	*	18	*	*
<b>6</b>	0.00	*	*	50.00	*	*	50.00	*	*	12	*	*
<b>All Grades</b>	7.89	12.09	8.11	67.54	54.95	58.11	24.56	32.97	33.78	114	91	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	29.41	60.00	25.00	47.06	20.00	33.33	23.53	20.00	41.67	17	15	12
<b>1</b>	9.09	28.57	*	63.64	57.14	*	27.27	14.29	*	22	14	*
<b>2</b>	4.55	18.18	*	68.18	54.55	*	27.27	27.27	*	22	11	*
<b>3</b>	*	15.00	*	*	60.00	*	*	25.00	*	*	20	*
<b>4</b>	23.08	9.09	17.65	76.92	72.73	76.47	0.00	18.18	5.88	13	11	17
<b>5</b>	11.11	*	*	83.33	*	*	5.56	*	*	18	*	*
<b>6</b>	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
<b>All Grades</b>	16.67	23.08	17.57	67.54	60.44	71.62	15.79	16.48	10.81	114	91	74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Speaking was the domain in which our students preformed the best, followed by the Listening domain.
2. Reading and Writing were the domains in which our students had the greatest challenge.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>463</b>	<b>64.6</b>	<b>21.0</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Cerrito Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	97	21.0
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.4
<b>Socioeconomically Disadvantaged</b>	299	64.6
<b>Students with Disabilities</b>	82	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	4	0.9
<b>American Indian</b>	1	0.2
<b>Asian</b>	10	2.2
<b>Filipino</b>	11	2.4
<b>Hispanic</b>	382	82.5
<b>Two or More Races</b>	13	2.8
<b>Pacific Islander</b>	1	0.2
<b>White</b>	36	7.8



**Conclusions based on this data:**

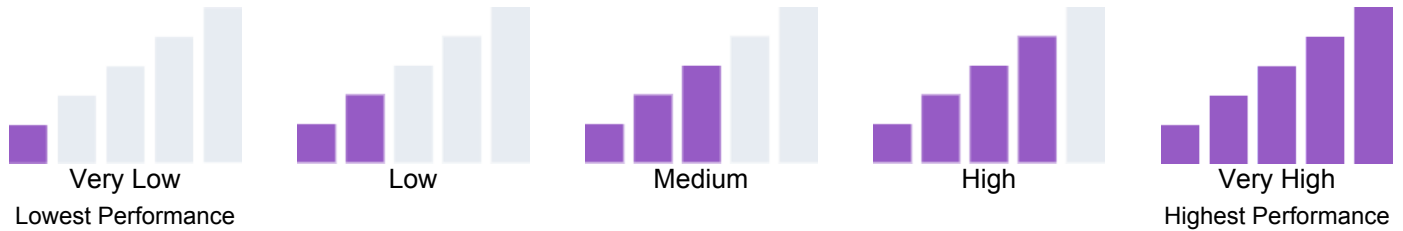
1. El Cerrito School predominantly serves Socioeconomically Disadvantaged youth with over 70% of our population qualifying for free or reduced lunch.
2. Hispanics are the largest race/ethnicity that we serve.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> <p>Low</p>	<b>Chronic Absenteeism</b> <p>Very High</p>	<b>Suspension Rate</b> <p>Medium</p>
<b>Mathematics</b> <p>Low</p>		
<b>English Learner Progress</b> <p>Very High</p>		

#### Conclusions based on this data:

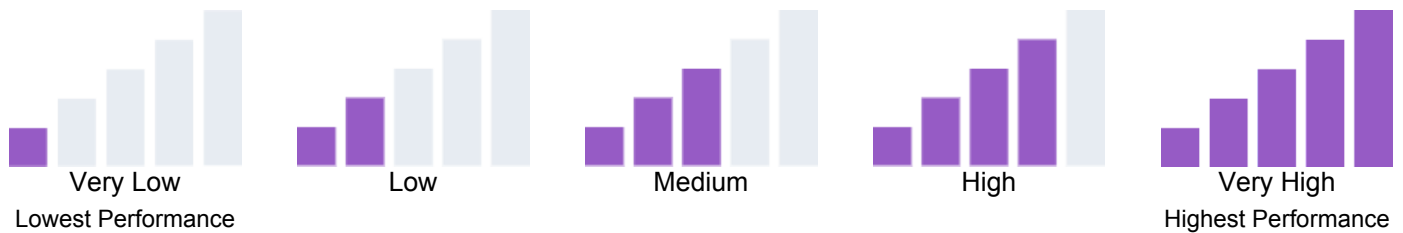
1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

# School and Student Performance Data

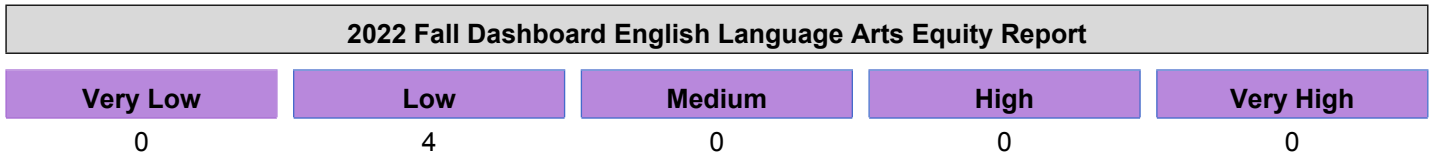
## Academic Performance English Language Arts

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

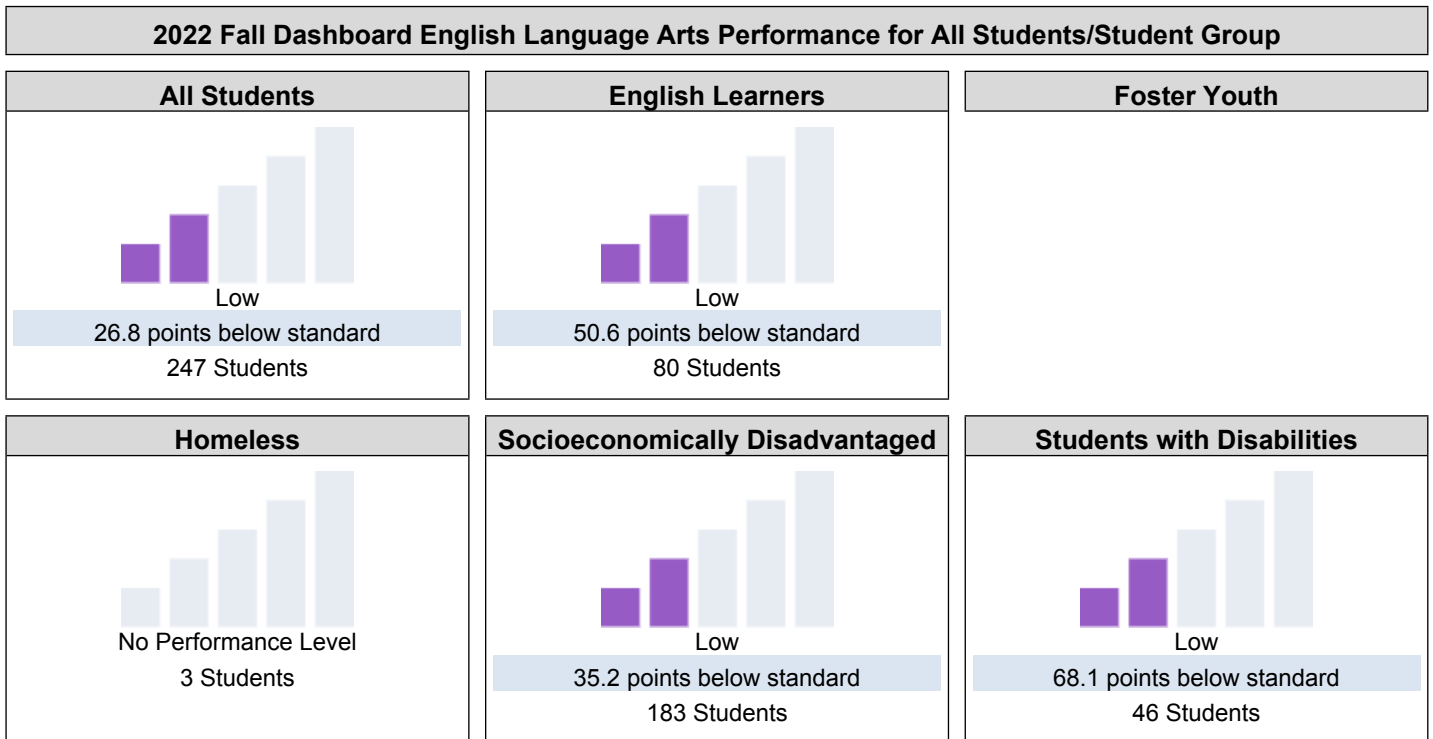
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



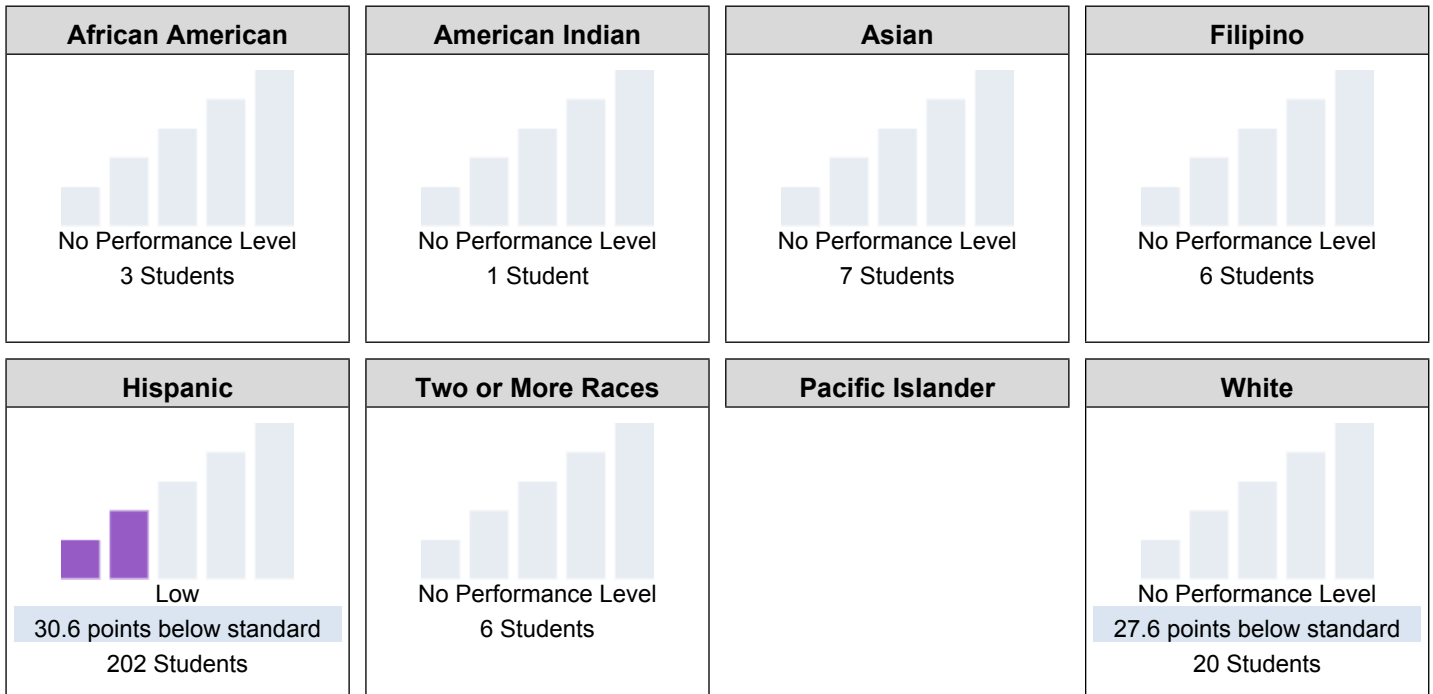
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
93.8 points below standard 44 Students	2.2 points above standard 36 Students	17.3 points below standard 156 Students

**Conclusions based on this data:**

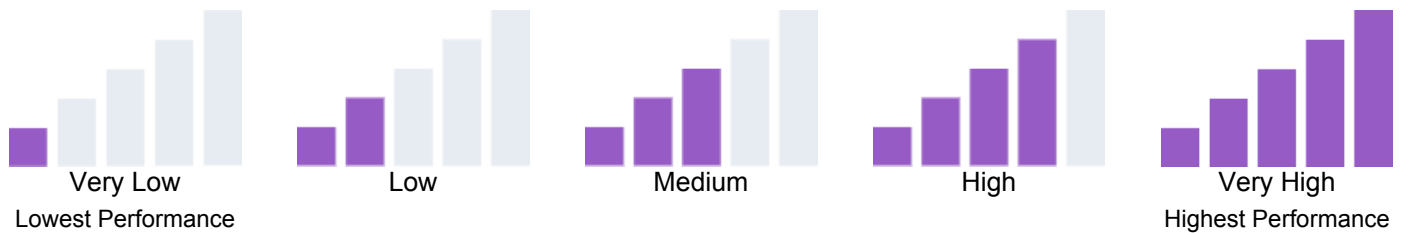
- This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

# School and Student Performance Data

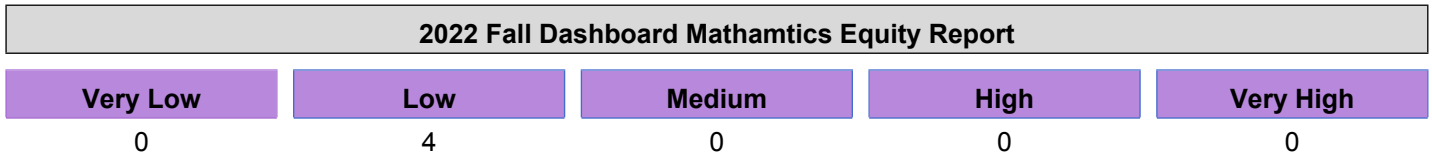
## Academic Performance Mathematics

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

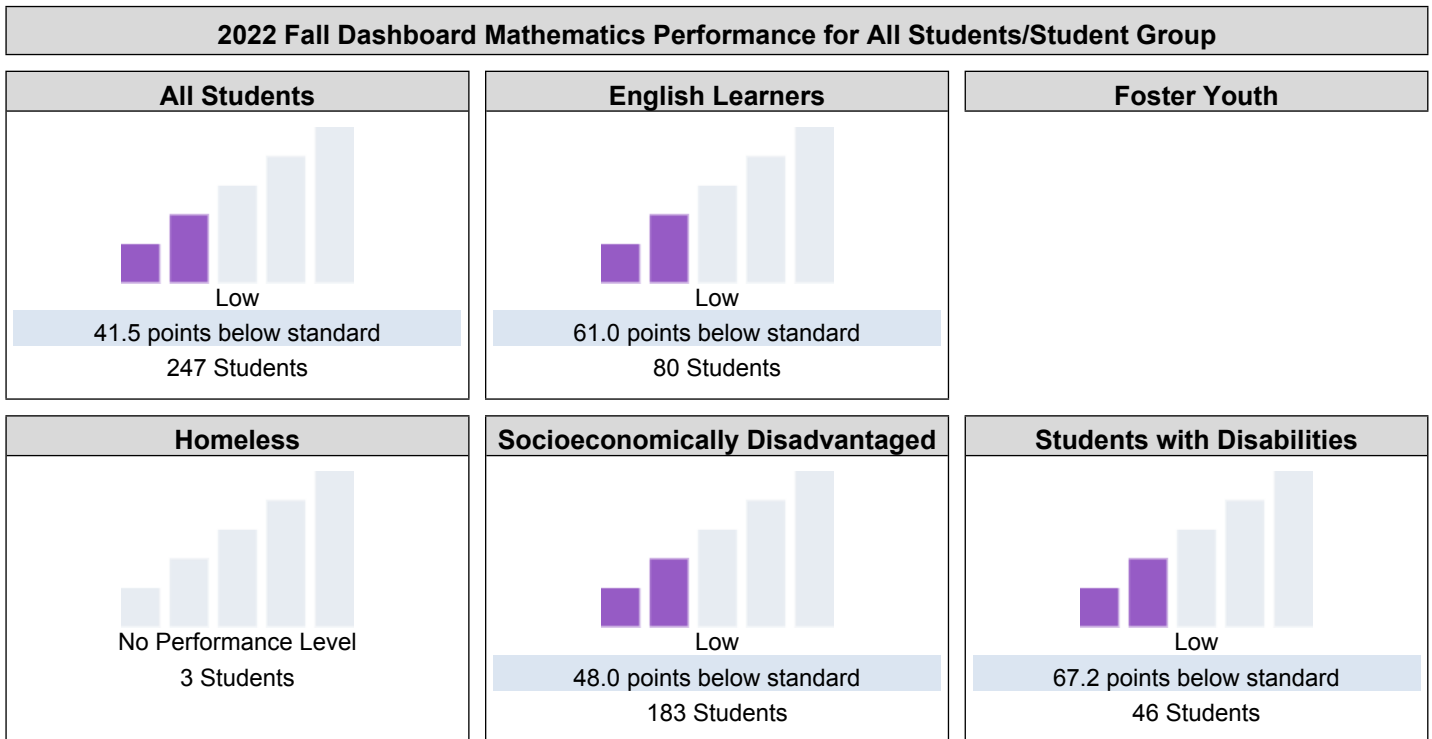
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



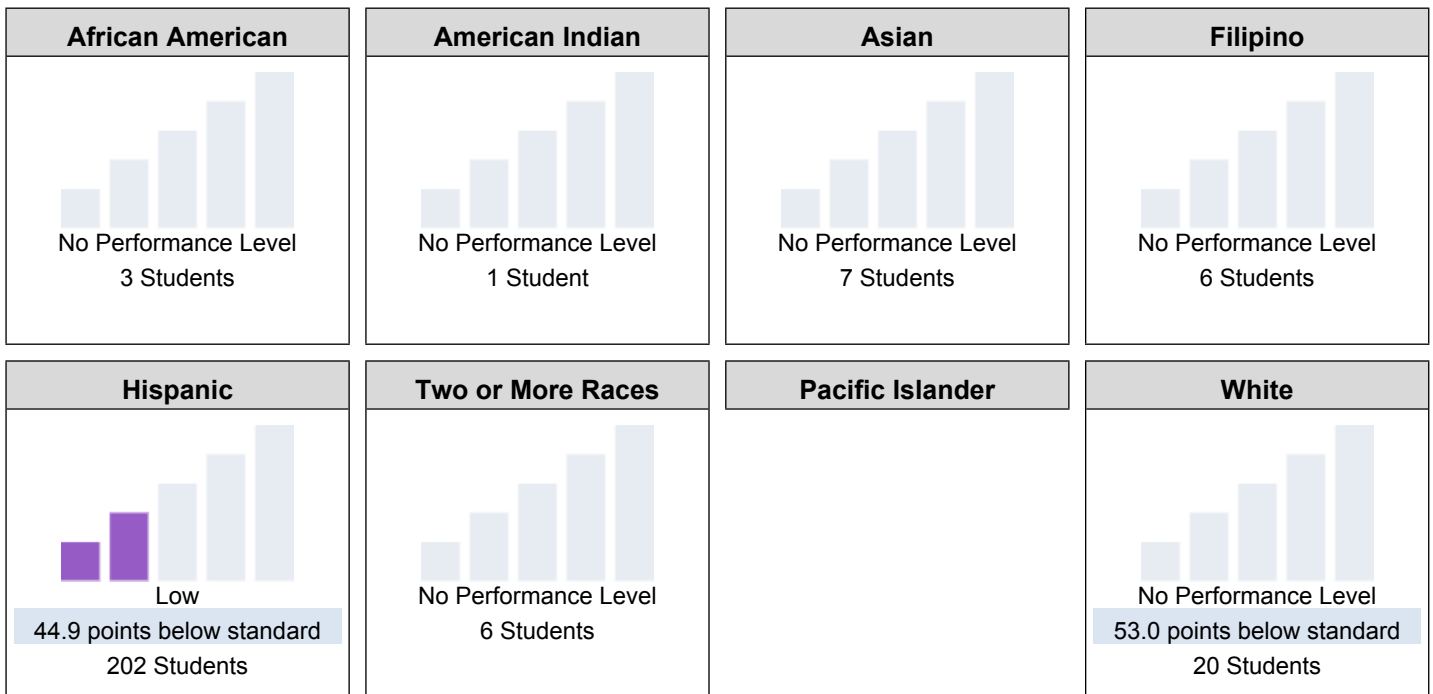
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">96.1 points below standard</p> <p>44 Students</p>	<p style="background-color: #e6f2ff;">18.2 points below standard</p> <p>36 Students</p>	<p style="background-color: #e6f2ff;">35.2 points below standard</p> <p>156 Students</p>

**Conclusions based on this data:**

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

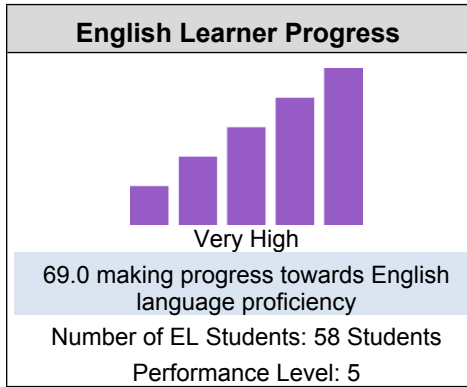
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	14	0	40

**Conclusions based on this data:**

- This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

- 1.

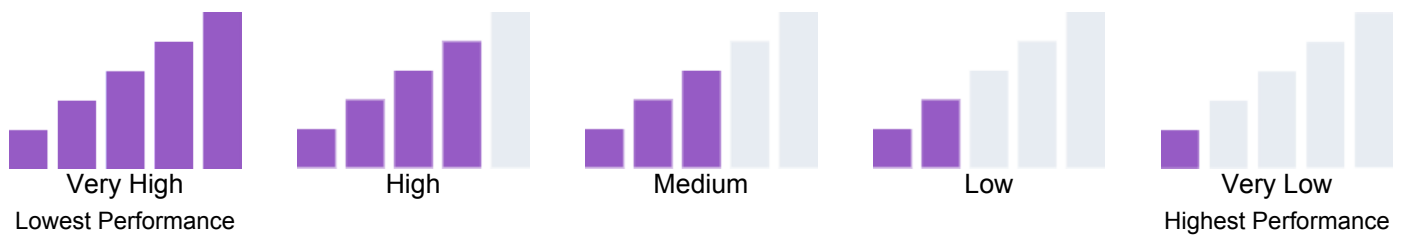


# School and Student Performance Data

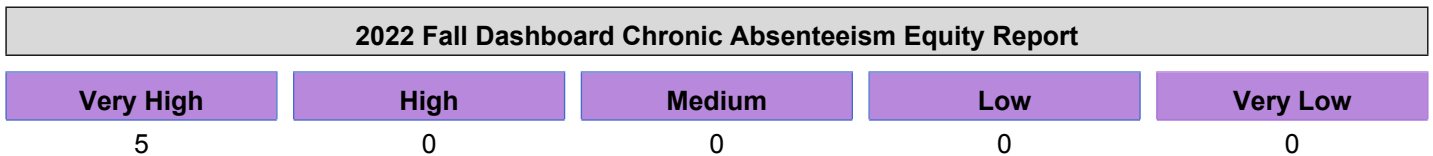
## Academic Engagement Chronic Absenteeism

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

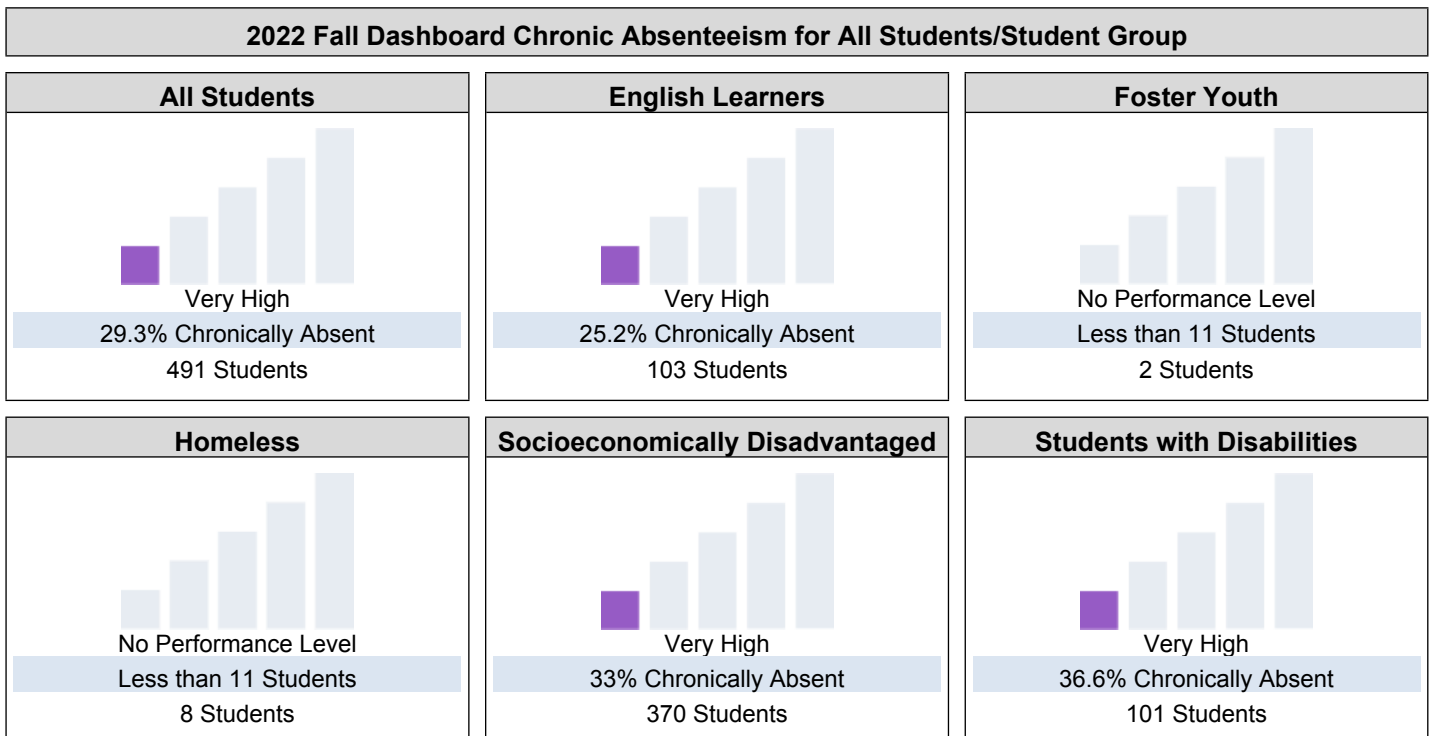
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



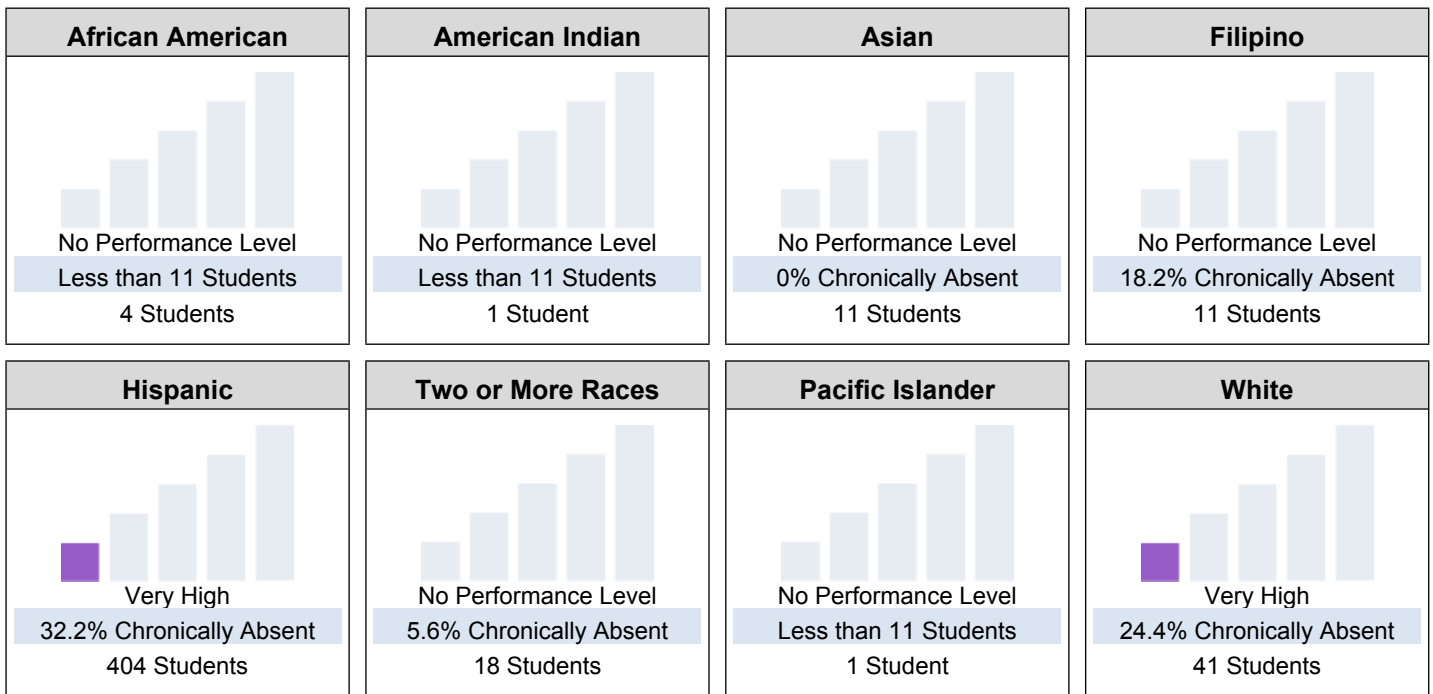
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

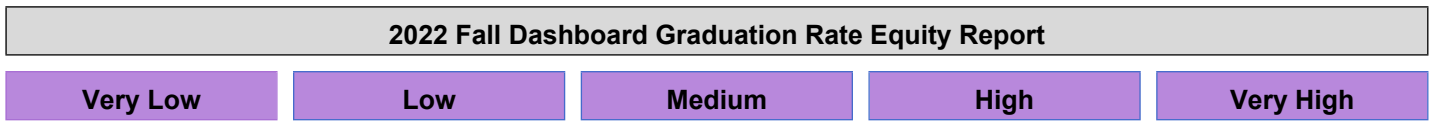
# School and Student Performance Data

## Academic Engagement Graduation Rate

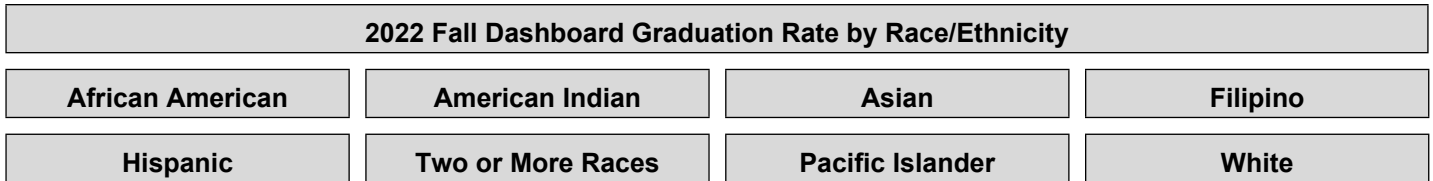
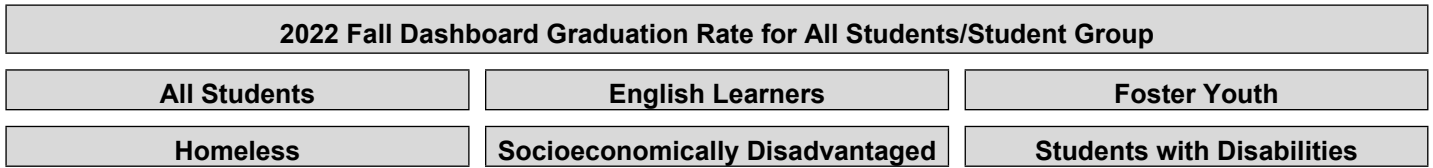
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



### Conclusions based on this data:

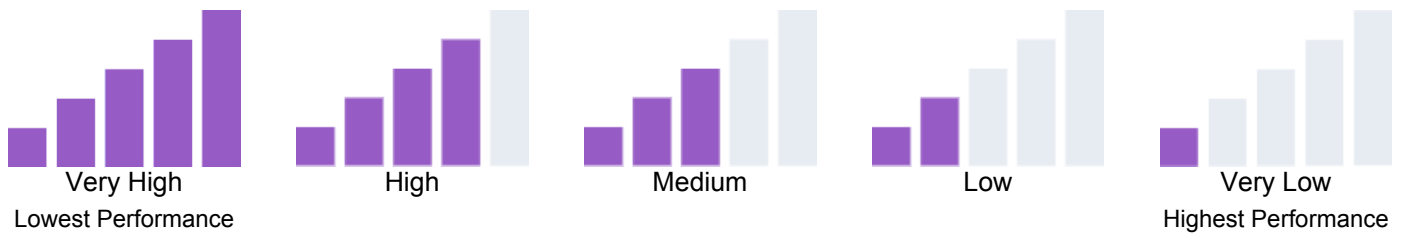
- 1.

# School and Student Performance Data

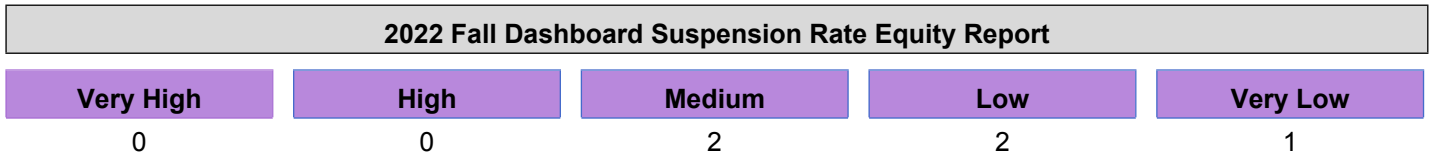
## Conditions & Climate Suspension Rate

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

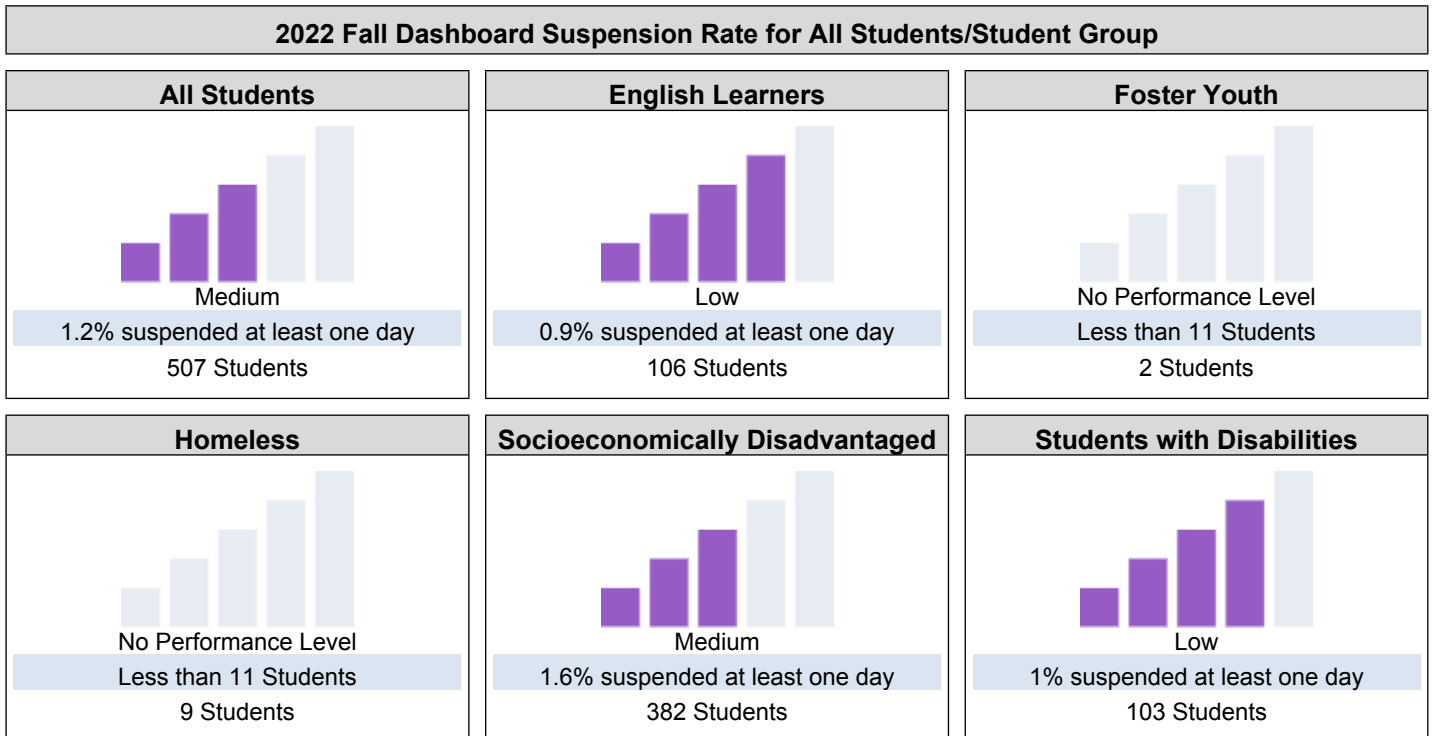
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



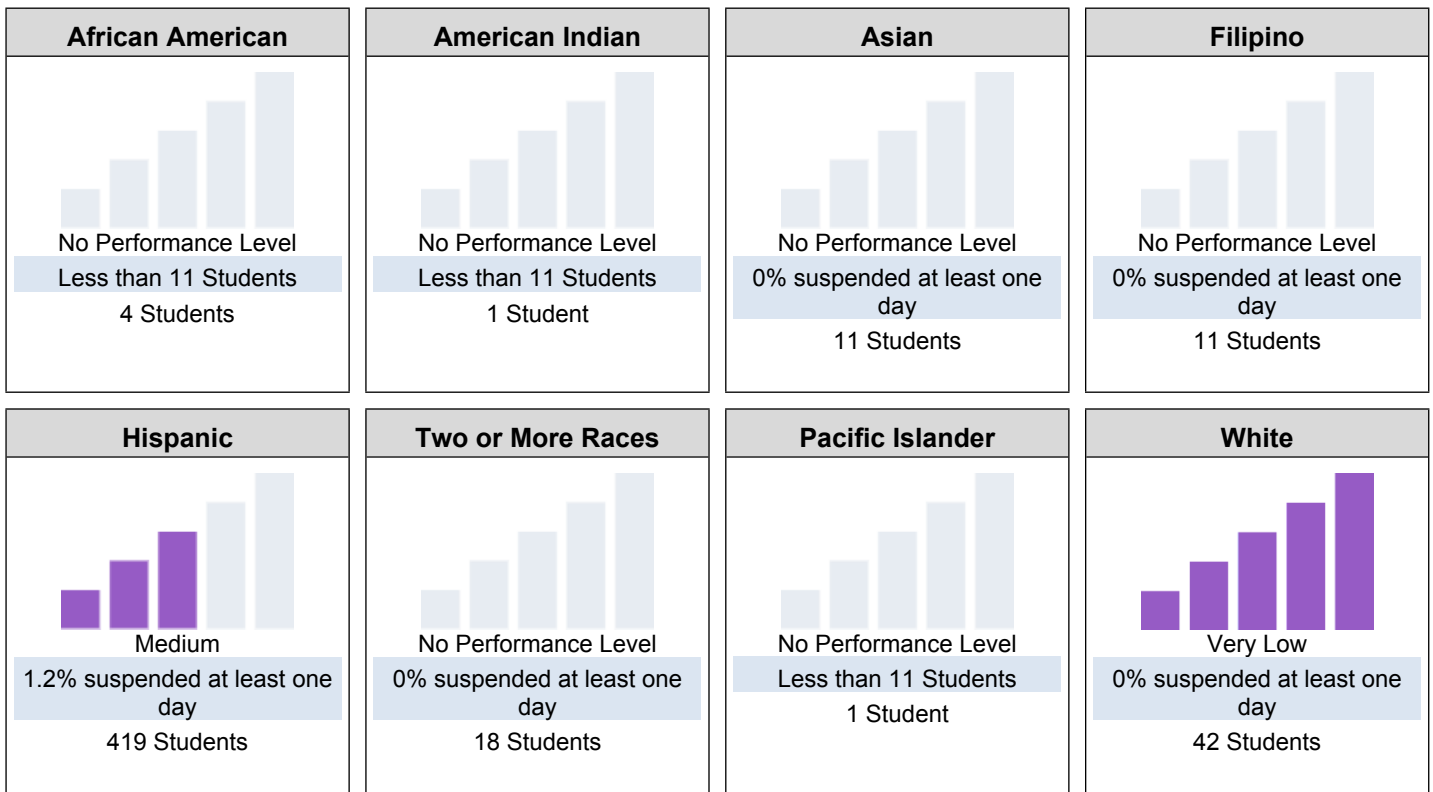
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

- This data is from the fall of 2019. There is no data from the 2020-2021 school year to analyze.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Goal #1

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

## Goal 1

All students will demonstrate college and career readiness by reading, understanding, and responding orally and in writing to complex grade level texts.

## Identified Need

Analysis of CAASPP data in the area of English Language Arts shows the area of Reading will continue to be an area of focus for El Cerrito. Our school wide focus of demonstrating understanding of precise academic vocabulary through productive discourse, applied writing tasks and close reading skills will support our work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	39.84% Met or Exceeded (2022)	We expect to see 44.84% of our students meet or exceed.

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)

Tier I-All Students

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide access to the CCSS through the district adopted Core Reading Curriculum (Wonders/Amplify) on a daily basis. Teachers will collaborate daily student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Continue to refine the best practices of accountable talk, close reading, and Thinking Maps with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences. All teachers will incorporate comprehensive Guided Language Acquisition Design (GLAD) strategies and units when appropriate. Depth of Knowledge (DOK) Levels of questioning and Thinking Maps will be used to increase rigor and promote higher level thinking and reasoning.
- Develop lessons for the three CCSS text types (narrative, informative/explanatory, and opinion) in all content areas.
- Ask students a variety of questions focusing on higher level questions to gather formative assessment on student understanding. Teachers will also require students to use academic language and complete sentence responses that justify their thinking.
- Enhance reading comprehension and writing instruction by using GLAD strategies including but not limited to: Input Charts, Sentence Patterning Charts, Story Maps, Process Grids, Co-op Strip Paragraphs, Chants, and Cognitive Content Dictionaries.
- Use differentiated instructional strategies such as respectful tasks, Guided Reading and student choice.
- Provide fiction and non-fiction texts aligned with CCSS and integrate reading and writing with close reading strategies. Information Services Tech (IST) and TOSA will organize texts for student check out.
- Teach keyboarding skills to ready themselves for writing across the curriculum, common core assessments and in preparation for the CAASPP.
- Use iReady diagnostic results to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons

School will:

- Provide Early/ Late Group (Kinder only) model that is used to differentiate and target instruction.
- Schedule PLC meetings, PE Planning, and release time to analyze student work and plan and share best practices related to standards based instruction.
- Purchase supplemental instructional materials such as books, web-based teacher resources, etc. will be reviewed, copied, and/or purchased where appropriately needed.
- Provide technology that will be used to enhance learning experience such as: blogs, web sites, virtual field trips, etc.
- Provide professional development opportunities for staff throughout the school year such as GLAD training, Depth and Complexity Icons, Computer Using Educators (CUE) conference, curriculum development, 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)

25000

Source(s)

LCFF - Supplemental and Concentration

	4000-4999: Books And Supplies Supplemental supplies
10000	Title I 5000-5999: Services And Other Operating Expenditures Software Support Agreements
6000	Title I 1000-1999: Certificated Personnel Salaries release time for teachers
1257	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultation fees

## Strategy/Activity 2

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

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

Tier II-Small Group Intervention

### Strategy/Activity

Tier II

Small Group Intervention

Staff Will:

- Provide differentiated instruction in small group settings for those students who are not meeting proficiency. Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills. Support personnel, such as educational assistants and retired teachers, will be infused into the classes where students are not meeting proficiency will provide for small group instruction.
- Use supplementary materials, such as Leveled Literacy Intervention (LLI), Scholastic News, and SIPPS to provide identified students with appropriate leveled curriculum.
- Provide small group scaffolded instruction in writing for identified students who are not proficient in the text types and purposes. Through grade level collaboration, daily writing will be implemented through a variety of writing as identified in the Common Core Standards.
- Provide targeted intervention strategies for identified students in the area of academic language. Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. Personnel will be available for parents that need translation.
- Identify students requiring more intense support and provide push-in and/or pull-out model of support for literacy skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.



- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.

School will

- Purchase supplemental materials to be used throughout the day and/or for after school alternative supports.
- Purchase supplemental technology and/or licenses to be used throughout the day and/or for after school alternative supports.
- Provide small group 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)
34461	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries
1861	LCFF - Supplemental and Concentration 3000-3999: Employee Benefits Employee Benefits-instructional aides

**Strategy/Activity 3**

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

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

Tier III-Intensive individual Intervention

Strategy/Activity

Tier III  
Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS process.
- Provide small group instruction/intervention

**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)
5157	Title I

	4000-4999: Books And Supplies Instructional supports
5,877	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies Instructional supports

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

El Cerrito's leadership team has proven to be effective in meeting our students needs. Teachers were given the time to analyze data and make more informed decisions about how to meet our students needs. Our continued partnership with Collaborative Edu will allow our teachers to continue reflecting and refining the process of instructional planning.

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

None at this time.

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 do not anticipate any changes to our plan. We will continue to monitor student progress and adjust instruction based on local measures.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1:  
Academic Excellence  
All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5  
Human Resources Development  
Provide continual professional development to all District Staff

## Goal 2

All students will demonstrate college and career readiness by developing conceptual understanding, solving complex problems, and communicating reasoning at or above grade level standards.

## Identified Need

Analysis of CAASPP data shows we need to work in the area of Communicating Reasoning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	30.74% Met or Exceeded	We expect 35.74% of our students to meet or exceed.

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)

Tier I-All Students

### Strategy/Activity

Tier I  
Core Instructional Program  
Staff will:

- Provide access to the CCSS through the district adopted Core Math Curriculum (Bridges/Number Corner/Math Links) on a daily basis. Teachers will collaborate daily over student learning goals or objectives for learning, language objectives, analysis of student data, looking at student work, standards based instructional planning about

best practices and lesson design addressing the needs of all students. Formative assessments will be in alignment to CCSS on a regular basis.

- Provide students with activities that support the conceptual development, procedural, and problem solving skills necessary to becoming successful in math. Grade level collaboration will ensure that all are addressing grade level standards and best practices for instruction through the use of the district pacing guide and units of study.

Grade level collaboration will address content and language objectives, analyze student data, looking at student work, and designing standards based instructional lesson plans. Both formative and summative Math benchmarks will be assessed and discussed to determine the targeted next steps toward mastery of the standards.

- Use Cognitively Guided Instruction (CGI) strategies promote higher level critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.
- Provide content objectives and learning goals that will promote rigorous standards and language objectives. These will be aligned to support the academic language for student responses. Students will be expected to share their thinking and understanding of the problems given to them using our best practices of pair share, heads

together, language frames and other strategies to facilitate academic discourse.

- Use the ST Math program that supports the visual exploration of math concepts for all students. Students will engage in ST Math weekly. All teachers and the principal will monitor student progress through the program throughout the year. Grade level collaboration will organize the levels in the program to follow the district pacing guide

for standards based support. This technology will provide a valuable resource for differentiating the math instruction for all students.

- Provide objectives that will be emphasized and used as a learning tool for students to assist students in understanding the purpose of the learning and how they will demonstrate learning through language experiences. Language frames and accountable talk will be targeted as a means to support English learners in having various

language opportunities in math content areas.

- Use technology within the classroom to support instruction at each grade level and purchase needed software to support.
- Analyze data throughout the year in order to create class and/or individual goals related to math instruction.
- Provide release time for curriculum development.
- Purchase supplemental materials and supplies needed.
- Use iReady diagnostic data as well as require students to complete weekly iReady assignments to provide whole class as well as targeted intervention and learning support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17000

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
Materials and Supplies

2000

Title I  
4000-4999: Books And Supplies

## Strategy/Activity 2

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

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

Tier II-Small Group Intervention

#### Strategy/Activity

Tier II

Small Group Intervention

Staff will:

- Provide small group instruction as needed based on formative assessments.
- Identify students who require more intense support and provide push-in and/or pull-out model of support for math skills. Frequent assessing of students who are not meeting identified benchmarks is planned to identify the intervention skill, strategy, time for remediation and assessment follow up.
- Provide opportunities for students to use technology to support their learning in small group settings when appropriate.
- Recommend students to participate in the After School Education and Safety (ASES) program that will provide students with a structured environment in which to complete homework and reinforce reading and math skills.
- Provide support staff/instructional assistants to provide small group instruction.
- Provide support to students identified through the MTSS process.
- Use iReady diagnostic data to assess where students are in meeting grade level standards.
- Provide time for students to complete iReady lessons.
- Use supplementary materials, such as Building Fact Fluency, Bridges Intervention, i-Ready Tools for instruction and other math resources to provide targeted 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)

1000

Source(s)

Title I  
4000-4999: Books And Supplies  
supplemental materials

## Strategy/Activity 3

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

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

Tier III- Intensive Individual Intervention

#### Strategy/Activity

### Tier III

#### Intensive Individual Interventions

In addition to Tier I and Tier II support, staff will:

- Provide one on one differentiated and scaffolded instruction to support students throughout the school day in identified areas of support.
- Utilize support staff to provide specialized instruction for identified students.
- Closely monitor students through the MTSS 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)

4000

Source(s)

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies  
materials and supplies-manipulatives,  
instructional resources/workbooks

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Utilization of our adopted math adoption has proven to be effective in more closely meeting the standards in math.

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

No differences planned.

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 do not anticipate a change to this plan. We will use local measures to monitor student progress and provide additional support when needed.

# 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 Development

## LEA/LCAP Goal

Goal #1:

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

Goal # 5

Human Resources Development

Provide continual professional development to all District Staff

## Goal 3

All English Learners will demonstrate college and career readiness skills by achieving academic English language proficiency.

## Identified Need

Improve the English Language Development for all English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 - 15.3% Level 2 - 22% Level 3 - 29.7% Level 4 - 33.1%	All students in levels 1-3 will make one level of growth. Students in level 4 will maintain or reclassify.

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)

Tier I-All English Learners

### Strategy/Activity

Tier I

Core Instructional Program

Staff will:

- Provide at least 30 minutes designated ELD daily utilizing ELD standards and ELA/ELD aligned curriculum.
- Provide Integrated ELD throughout the day to support content and language acquisition.

- Use the CCSS and appropriate scaffolds to guide their daily instruction.
- Provide English Learners access to technology, software, and applications to support language acquisition.
- Provide comprehensible input and support for academic language through GLAD strategies, Thinking Maps, and/or other visual/kinesthetic/auditory supports.
- Conduct data conferences with students to help them set goals and understand steps to improve.
- Purchase additional instructional materials to support English Learners.
- Be released to plan or attend trainings/conferences to acquire strategies to support English Learners.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	Title I 4000-4999: Books And Supplies Materials and Supplies
1,500	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures ELD Consulting
2,500	Title I 5000-5999: Services And Other Operating Expenditures Conferences

**Strategy/Activity 2**

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

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

Tier II-Small Group Intervention

**Strategy/Activity**

Tier II  
Small Group Intervention  
Staff Will:

- Provide small group instruction to support language acquisition for new-comer students or Long-Term English Learners.
- Provide small group instruction to support language acquisition skills and designated ELD with TOSA.
- Conduct parent meetings with Long-term English Learners to set goals and understand steps to improve.
- Provide extended learning opportunities such as before/after school intervention groups based on area of greatest need.
- Utilize instructional assistants to provide support to students in small groups for additional practice.



- Purchase additional instructional materials to support English Learners.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10076	Title I 3000-3999: Employee Benefits Instructional Aide Benefits

**Strategy/Activity 3**

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

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

Tier III-Intensive Individual Interventions

Strategy/Activity

Tier III  
Intensive Individual Interventions  
In addition to Tier I and Tier II support, staff will:

- Provide targeted instruction to meet the need of individual students in all areas determined by ELPAC scores and interim assessments.
- Support students in independently producing more fluent academic language in their reading, writing, and speaking by using targeted questioning and prompting.
- . Provide small group instruction to support language acquisition skills and designated ELD with TOSA.
- Identify at-risk English Learners and set goals for learning.
- Use the MTSS process for identifying and supporting English Learners at this tier.

**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)
1,193	Title I 4000-4999: Books And Supplies Supplemental Materials

**Strategy/Activity 4**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

Implementation of the strategies and activities are based on the progress monitoring that occurs in weekly PLC meetings as well as SLT meetings.

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

We don't anticipate any differences at this time.

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 at this time.

# 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

Parent Engagement

## LEA/LCAP Goal

Goal # 4  
Parent/Community Partnerships  
District is supported and respected by the community

## Goal 4

All families and community members will feel welcome and engaged in the mission and vision of the school.

## Identified Need

We will continue to support parents in ways to support their children both academically and behaviorally.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrative Record	80%	85%

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

- Community Liaison will provide workshops and communicate with families.
- Homework assignments will be designed to reinforce grade level standards.
- Aeries Communication, Seesaw and Classroom Dojo will be used to keep parents informed of important school events and curriculum related information.
- Parents will be invited to MTSS meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement.
- Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards.
- Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten, and Kindergarten orientation.

- Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the areas of English Language Arts and mathematics at home.
- Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/ Teacher conferences, and Family Literacy, Writing, and Math Nights and Community Liaison sponsored events.
- Translators and child care will be provided for younger siblings during Family Night events, if possible.
- Translators will be provided for parent/ teacher conferences.
- Parents will be invited to all SSC/ELAC meetings to keep them informed about what is going on at school and how they can support their child's achievement.
- Digital signage will be on display and information will be kept current in the office for parents and visitors to be informed.
- Classroom visitations will be scheduled for parents to watch their children in class.
- Additional resources and materials may be purchased as needed.
- . Provide family engagement activities both in person or via zoom, if necessary.

**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)
2500	Title I 4000-4999: Books And Supplies Materials and Supplies
2000	Title I 2000-2999: Classified Personnel Salaries Other Classified Extra: Parent Nights, Translating
2000	Title I 2000-2999: Classified Personnel Salaries School Secretary Extra Time
1000	Title I 2000-2999: Classified Personnel Salaries Clerk Typist Extra Time
1200	Title I 4000-4999: Books And Supplies Parent Education

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

We see an increase in parent involvement every year. With the reconfiguration completed, we saw an increase in involvement in parents as their children were at 1 school rather than split among many.

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

None at this time.

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.

None at this time.

# 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

School Climate

## LEA/LCAP Goal

Goal # 3  
School Safety and Student Wellness  
Schools are safe, healthy, and secure places for student learning

## Goal 5

By June 2023, we will increase the number of families who indicate on parent/family surveys that they "strongly agree/agree" that our school promotes positive student choices and behavior in a safe, clean, and secure environment.

## Identified Need

Creating a positive environment that promotes positive choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	95% strongly agree	3 Percent Increase

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

- Assemblies will be provided throughout the year to explicitly teach and reinforce school wide rules, behavior expectations and emergency procedures.
- Monthly school wide celebrations will be held to positively recognize students that are on track with their behaviors.
- Each classroom teacher will reinforce the school wide expectations through additional reinforcements/consequences and supports.
- MTSS process will be used to identify and support students that are in need of additional strategies to ensure school safety for all and student wellness and achievement.
- Students will be encouraged to participate in promoting a positive school culture

- Various opportunities for student social engagement, as well as promoting positive school culture, will be provided through structures such as lunch club, leadership club and other focus groups.
- Close monitoring will be done by staff for those students experiencing severe attendance and academic issues. Supports, home visits, small group counseling, and contracts will be put into place as needed.
- Monthly emergency drills will be conducted in order to prepare all staff and students for various emergencies.
- PBIS team will analyze student discipline trends utilizing programs such as SWIS for running analytics report.
- Teacher development relating to meeting the social/emotional needs of our students, in order to access their learning will be provided.
- Rewards, incentives, and other materials may be purchased to promote a positive school climate.
- Professional development opportunities on positive school climate and future career building opportunities
- Implement safety protocols and PPE as needed during Covid-19 pandemic, if necessary again.
- Various opportunities for students to engage in career building activities such as computer science

**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	Title I 4000-4999: Books And Supplies materials and supplies-technology
2000	LCFF - Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures conferences
2000	Title I 4000-4999: Books And Supplies materials and supplies
8500	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures career building consulting
11000	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Operating Expenses-Printing
5000	LCFF - Supplemental and Concentration

	1000-1999: Certificated Personnel Salaries Teacher subs, Staff Development
2800	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Teacher salaries-extra assignments

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Our PBIS team which represents the entire school meets to ensure all staff are implementing agreed upon strategies.

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

None at this time.

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.

None at this time.



# 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	\$178,882.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$94,344.00

Subtotal of additional federal funds included for this school: **\$94,344.00**

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental and Concentration	\$84,538.00

Subtotal of state or local funds included for this school: **\$84,538.00**

Total of federal, state, and/or local funds for this school: **\$178,882.00**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration	84,538.00
Title I	94,344.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,800.00
2000-2999: Classified Personnel Salaries	39,461.00
3000-3999: Employee Benefits	11,937.00
4000-4999: Books And Supplies	76,927.00
5000-5999: Services And Other Operating Expenditures	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	22,257.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	7,800.00
3000-3999: Employee Benefits	LCFF - Supplemental and Concentration	1,861.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	51,877.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental and Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	21,000.00

1000-1999: Certificated Personnel Salaries	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I	39,461.00
3000-3999: Employee Benefits	Title I	10,076.00
4000-4999: Books And Supplies	Title I	25,050.00
5000-5999: Services And Other Operating Expenditures	Title I	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,257.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,613.00
Goal 2	24,000.00
Goal 3	20,269.00
Goal 4	8,700.00
Goal 5	36,300.00

# 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
- 0 Secondary Students

Name of Members	Role
Justin Rodgers	Parent or Community Member
Kim Newton	Parent or Community Member
Jackie Porco	Parent or Community Member
Sarai Vasquez	Parent or Community Member
Nohemi Valenzuela	Parent or Community Member
Brandie Esparza	Classroom Teacher
Tiffany David-Ramirez	Classroom Teacher
Wendy Miller	Classroom Teacher
Anna Carlos	Other School Staff
Deanna Putnam	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 2, 2022.

Attested:



Principal, Deanna Putnam on 11/02/22

SSC Chairperson, Justin Rodgers on 11/02/22

# 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.**

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner 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 (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

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