

# 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
Silver Strand Elementary School	37 68031 6038087	03-17-21	TBD

## Purpose and Description

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

### Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

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 three goals in the SPSA in the areas of Learning, Communication, and Support, align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, LRP goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

Mission: Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

### Board Goals:

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.

Support: Maintain safe and supportive schools where students and staff thrive.

### Silver Strand Elementary School Goals:

**Goal 1: Learning:**

Silver Strand Elementary aims to address each students' strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and and social-emotional supports.

**Goal 2: Communication:**

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

**Goal 3: Support**

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

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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).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff, and students via Thoughtexchange.

## Classroom Observations

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

The CUSD Certificated Evaluation Process requires: three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur in both in-person, hybrid, and BRIDGE learning experiences. During the COVID-19 pandemic, the 2020-2021 MOU pauses the evaluation process for teachers in years 3-experienced, yet continues the process for teachers who are new to the district, with 0-2 years experience.

## 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)

Local Benchmark and Bridges assessments, DRA, and CAASPP

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

Small group interventions, reading groups recalibrated by local Benchmark assessments, and DRA assessments

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet highly qualified status

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

All teachers have access to district and county professional development opportunities, both aligned with curriculum and interest based.

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

Time is allotted for curriculum and instruction preparation, collaborations, grade-level articulation, and individualized planning and data assessment.

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

The District has designated ToSAs in math, science, ELA/ELD, technology, VAPA, and a program specialist in SpEd offer support in curricular areas with professional development and trainings and resource support, particularly in newly adopted math and ELA curricula.

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule provides daily collaboration and prep time for most teachers, with Friday afternoons set aside for IEP meetings and additional collaborations after synchronous AM instruction.

## Teaching and Learning

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

District adopted curriculum (Benchmark and Bridges) is vetted by SDCOE and follows CA state standards.

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule allows for 75 minutes of daily time for synchronous and asynchronous math instruction and Number Corner activities, and 60-90 minutes daily for synchronous and asynchronous ELA and Reading activities (whole group and small group instruction, including intervention reading groups).

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule allows for 75 minutes of daily time for synchronous and asynchronous math instruction and Number Corner activities, and 60-90 minutes daily for synchronous and asynchronous ELA and Reading activities (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups). Some students receive Zoom intervention support in SpEd, ELD, and Reading outside of the in-person and/or BRIDGE learning schedules.

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

Current adopted curricula include: Bridges Math and Benchmark ELA, FOSS Science, Harcourt Social Studies, SPARK PE, Sanford Harmony for SEL.

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

Current adopted curricula include: Bridges Math and Benchmark ELA with intervention extensions, Wilson Reading, FOSS Science, Harcourt Social Studies, SPARK PE, Sanford Harmony for SEL.

## **Opportunity and Equal Educational Access**

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule allows for 75 minutes of daily time for synchronous and asynchronous math instruction and Number Corner activities, and 60-90 minutes daily for synchronous and asynchronous ELA and Reading activities (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups). Some students receive Zoom intervention support in SpEd, ELD, and Reading outside of the in-person and/or BRIDGE learning schedules.

Evidence-based educational practices to raise student achievement

Practices include small-group instruction, guided reading, number talks, and inquiry-based learning.

## Parental Engagement

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

Title 1 funding is used to support two Reading Specialists who provide small-group guided reading support to students achieving below grade level. We conduct annual meetings with parents, teachers, and administrators to review spending and programs. A Title 1 letter is sent out annually and updates on programs are provided to the School Site Council. School Parent Teacher Organization and Coronado Schools Foundation provide funding to support enrichment programs which would otherwise encumber the general funds available for intervention staff. Our site has access to Clinical and ERMHS Counselors; counseling, training, and resources from Coronado SAFE; a Military-provided Family Life Counselor; and tutoring and learning resources from the City of Coronado and Public Library.

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)

This year parents are engaged in PTO, CSF, SSC, Equity and Action Committee, Title 1 Advisory Committee, DELAC, and No Place for Hate Committees.

### Funding

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

Title 1 funding provides Reading Specialist Support (1.6 FTE) and small-group reading support for students below grade level.

Fiscal support (EPC)

Title 1 Allocation of \$170,960.00 is spent on salaries and benefits for 1.6 FTE Reading Specialists.

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met on 1/13/2021, 2/24/2021, and 3/17/2021 to review Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 3/17/2021 meeting. Silver Strand staff and families had opportunities to review and revise goals in the SPSA in February and March. The SPSA was approved by the Coronado Unified School District Board of Trustees at the May 20th Board Meeting.

The SPSA an evolution of a former School Site LCAP and Strategic Plan, last approved in May 2019. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019.



## Resource Inequities

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

There are no identified resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.35%	0.32%	0.28%	1	1	1
African American	1.41%	3.48%	2.22%	4	11	8
Asian	1.41%	0.63%	0.83%	4	2	3
Filipino	1.76%	1.58%	1.11%	5	5	4
Hispanic/Latino	17.61%	20.89%	25.56%	50	66	92
Pacific Islander	1.06%	0.32%	0.56%	3	1	2
White	61.97%	56.65%	53.89%	176	179	194
Multiple/No Response	1.76%	2.53%	10.56%	5	8	18
<b>Total Enrollment</b>				284	316	360

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	56	76	75
Grade 1	40	49	59
Grade 2	36	48	60
Grade 3	51	47	54
Grade 4	41	51	49
Grade 5	60	45	63
<b>Total Enrollment</b>	284	316	360

### Conclusions based on this data:

1. Enrollment dipped between 2016-17 and 2017-18 as Lincoln Military Housing Development vacated properties for renovation. As they opened additional units in 2018, enrollment increased to previously maintained levels for school year 2019-20.
2. The number of students on inter-district transfers increased from 59 in 2016-17 to 76 in 2018-19 and there were 61 in 2019-20, also accounting for increase in enrollment.
3. Demographics have fluctuated between 53-60% white over the past three years. The number of students identifying as Hispanic/Latino has nearly doubled between 17/18 and 19/20.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	12	12	7	4.2%	3.8%	1.9%
Fluent English Proficient (FEP)	18	12	20	6.3%	3.8%	5.6%
Reclassified Fluent English Proficient (RFEP)	2	4	6	10.0%	33.3%	50.0%

### Conclusions based on this data:

1. SSES has seen a drop in number of English Learners overall in the past four years, from 50 in 2016-17 to 7 in 2019-20.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	45	49	45	42	46	45	42	46	97.8	93.3	93.9
Grade 4	67	41	56	63	38	55	63	38	55	94	92.7	98.2
Grade 5	59	58	53	56	56	51	56	56	51	94.9	96.6	96.2
All Grades	172	144	158	164	136	152	164	136	152	95.3	94.4	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2474.	2474.	2474.	51.11	52.38	36.96	22.22	16.67	41.30	15.56	16.67	13.04	11.11	14.29	8.70
Grade 4	2487.	2525.	2499.	36.51	44.74	40.00	20.63	31.58	23.64	14.29	21.05	20.00	28.57	2.63	16.36
Grade 5	2554.	2546.	2584.	41.07	33.93	52.94	35.71	39.29	33.33	10.71	16.07	7.84	12.50	10.71	5.88
All Grades	N/A	N/A	N/A	42.07	42.65	43.42	26.22	30.15	32.24	13.41	17.65	13.82	18.29	9.56	10.53

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	48.89	45.24	45.65	31.11	38.10	43.48	20.00	16.67	10.87	
Grade 4	33.33	44.74	38.18	44.44	52.63	43.64	22.22	2.63	18.18	
Grade 5	41.07	35.71	60.78	44.64	48.21	35.29	14.29	16.07	3.92	
All Grades	40.24	41.18	48.03	40.85	46.32	40.79	18.90	12.50	11.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.44	45.24	32.61	51.11	38.10	58.70	4.44	16.67	8.70
Grade 4	36.51	47.37	36.36	42.86	50.00	45.45	20.63	2.63	18.18
Grade 5	53.57	50.00	56.86	33.93	33.93	37.25	12.50	16.07	5.88
All Grades	44.51	47.79	42.11	42.07	39.71	46.71	13.41	12.50	11.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.11	26.19	21.74	60.00	66.67	65.22	8.89	7.14	13.04
Grade 4	25.40	28.95	21.82	57.14	71.05	61.82	17.46	0.00	16.36
Grade 5	37.50	28.57	37.25	58.93	60.71	58.82	3.57	10.71	3.92
All Grades	31.10	27.94	26.97	58.54	65.44	61.84	10.37	6.62	11.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.89	40.48	45.65	33.33	45.24	45.65	17.78	14.29	8.70
Grade 4	30.16	47.37	30.91	50.79	50.00	52.73	19.05	2.63	16.36
Grade 5	48.21	42.86	58.82	41.07	46.43	35.29	10.71	10.71	5.88
All Grades	41.46	43.38	44.74	42.68	47.06	44.74	15.85	9.56	10.53

**Conclusions based on this data:**

1. All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019.
2. 96% of 5th graders in 2019 were near, at or above standard in Reading.
3. Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	45	49	45	42	46	45	42	46	97.8	93.3	93.9
Grade 4	67	41	56	64	38	55	64	38	55	95.5	92.7	98.2
Grade 5	59	58	53	56	56	52	56	56	52	94.9	96.6	98.1
All Grades	172	144	158	165	136	153	165	136	153	95.9	94.4	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.	2449.	2450.	31.11	33.33	21.74	35.56	28.57	43.48	22.22	16.67	26.09	11.11	21.43	8.70
Grade 4	2505.	2518.	2498.	26.56	31.58	21.82	34.38	36.84	34.55	26.56	23.68	32.73	12.50	7.89	10.91
Grade 5	2550.	2545.	2581.	41.07	39.29	53.85	23.21	25.00	25.00	25.00	25.00	15.38	10.71	10.71	5.77
All Grades	N/A	N/A	N/A	32.73	35.29	32.68	30.91	29.41	33.99	24.85	22.06	24.84	11.52	13.24	8.50

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	40.00	40.48	41.30	40.00	33.33	36.96	20.00	26.19	21.74	
Grade 4	45.31	42.11	43.64	34.38	42.11	32.73	20.31	15.79	23.64	
Grade 5	48.21	46.43	63.46	32.14	35.71	26.92	19.64	17.86	9.62	
All Grades	44.85	43.38	49.67	35.15	36.76	32.03	20.00	19.85	18.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.67	42.86	36.96	37.78	38.10	50.00	15.56	19.05	13.04
Grade 4	39.06	42.11	29.09	46.88	44.74	49.09	14.06	13.16	21.82
Grade 5	37.50	37.50	44.23	46.43	46.43	51.92	16.07	16.07	3.85
All Grades	40.61	40.44	36.60	44.24	43.38	50.33	15.15	16.18	13.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	42.22	40.48	23.91	42.22	38.10	63.04	15.56	21.43	13.04
<b>Grade 4</b>	37.50	42.11	30.91	46.88	50.00	47.27	15.63	7.89	21.82
<b>Grade 5</b>	37.50	35.71	53.85	42.86	48.21	36.54	19.64	16.07	9.62
<b>All Grades</b>	38.79	38.97	36.60	44.24	45.59	48.37	16.97	15.44	15.03

**Conclusions based on this data:**

1. 3rd and 5th grades increased scores over three years; 4th grade scores declined (3rd and 5th grade piloted curriculum in 2019)
2. Concepts and Procedures skills are a strength; Problem Solving and Modeling and Communicating Reasoning are relative areas of growth

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1		*		*		*		4
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							11	9

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
2	*	*		*	*	*	*	*	*	*
All Grades	*	*		*	*	*	*	*	11	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
All Grades	*	*		*		*	*	*	11	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	11	*



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	11	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	11	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	11	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	11	*

**Conclusions based on this data:**

1. No reportable conclusions; insignificant statistical population

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>316</b>	<b>12.0</b>	<b>3.8</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	3.8
Socioeconomically Disadvantaged	38	12.0
Students with Disabilities	27	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.5
American Indian	1	0.3
Asian	2	0.6
Filipino	5	1.6
Hispanic	66	20.9
Two or More Races	43	13.6
Pacific Islander	1	0.3
White	179	56.6





### Conclusions based on this data:

1. A quarter of our student population comprises students who are economically disadvantaged, have disabilities, and/or are English Learners.
2. Our largest demographic subgroup are students who are Hispanic (21%)

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 422 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 422 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1256 506 1325 533">Green</p>
<p data-bbox="251 621 414 657"><b>Mathematics</b></p>  <p data-bbox="297 705 373 732">Green</p>		

#### Conclusions based on this data:

1. Students are continuing to achieve and improve in ELA (blue).
2. Students are improving in mathematics, with room for improvement (green).
3. Our chronic absenteeism and suspension rates warrant ongoing attention to maintain green levels.

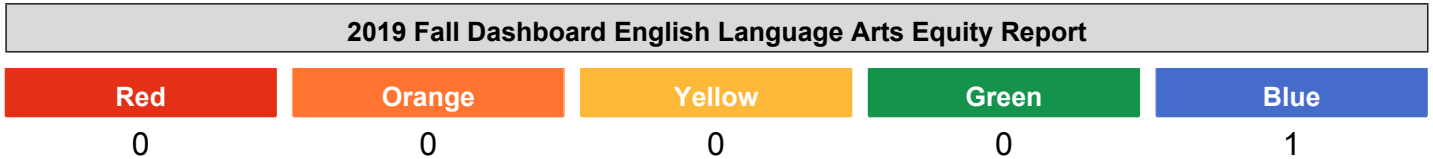
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 51.5 points above standard Maintained ++2.5 points 133	<p><b>English Learners</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  No Performance Color 49.9 points above standard Declined -13.2 points 18	<p><b>Students with Disabilities</b></p>  No Performance Color 29.8 points below standard Declined -4.3 points 18

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 27.4 points above standard Declined -5.2 points 34	 No Performance Color 39.6 points above standard Declined -13.1 points 19	 No Performance Color 0 Students	 Blue 63.2 points above standard Increased ++14.2 points 69

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6	50.9 points above standard Increased ++7.3 points 122

**Conclusions based on this data:**

1. Students with disabilities (18) declined 4.3 points in ELA, warranting attention; students who are socioeconomically disadvantaged declined by 13 points, warranting attention
2. Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.
3. 19 students representing two or more races declined 13 points, warranting attention.

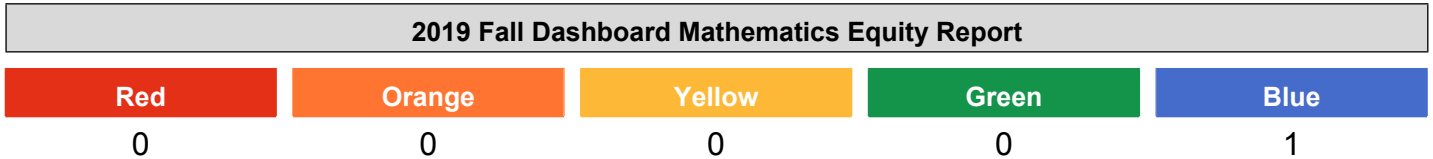
# School and Student Performance Data

## Academic Performance Mathematics





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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>30.5 points above standard</p> <p>Increased ++5.4 points</p> <p>133</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>6.2 points above standard</p> <p>Declined -13.9 points</p> <p>18</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>44.1 points below standard</p> <p>Maintained ++1 points</p> <p>18</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 9.6 points above standard Declined -11.7 points 34	 No Performance Color 37.4 points above standard Increased ++6.4 points 19		 Blue 37 points above standard Increased Significantly ++15.9 points 69

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6	28.8 points above standard Increased ++9.4 points 122

#### Conclusions based on this data:

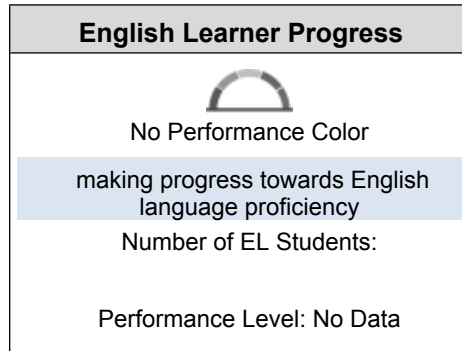
1. Students with disabilities increased scores by 1.
2. Hispanic students decreased scores by nearly 12 points, warranting attention. Students reporting two or more races increased 6.4 points.
3. White students increased by 15.9 points, "increased significantly" from previous year

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. No conclusions due to lack of significant statistical data.



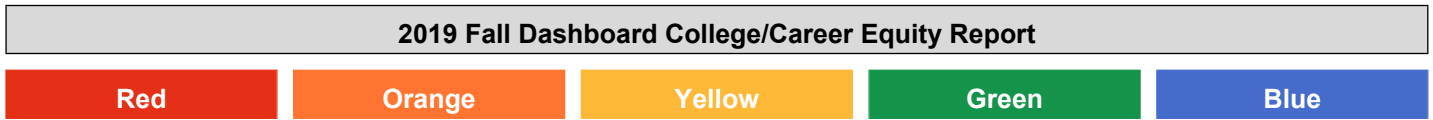
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

### Conclusions based on this data:

1. Not applicable.

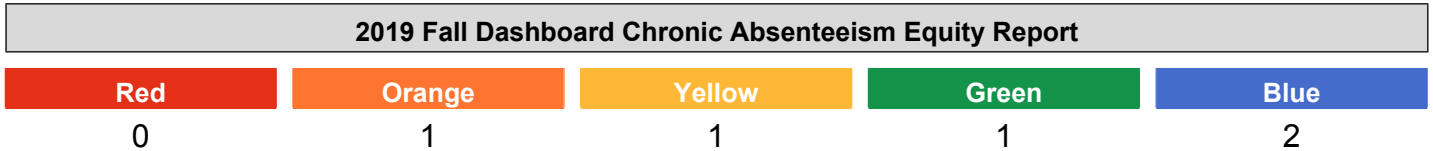
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.3</p> <p>Declined -0.6</p> <p>361</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>15.4</p> <p>Increased +15.4</p> <p>13</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>6.7</p> <p>Maintained +0.1</p> <p>60</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Declined -1.8</p> <p>34</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.2 Declined -0.6 83	 Orange 8.6 Increased +6.2 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.6 Declined -1.7 196

**Conclusions based on this data:**

1. Students with disabilities demonstrated increased attendance.
2. Students representing two or more races increased absenteeism.
3. Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention in the yellow zone.

# School and Student Performance Data

## Academic Engagement Graduation Rate

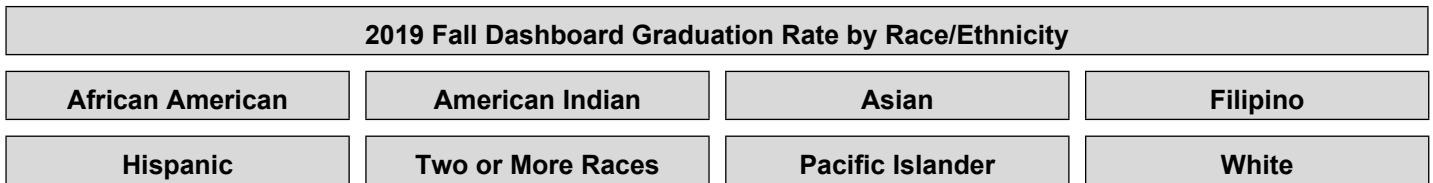
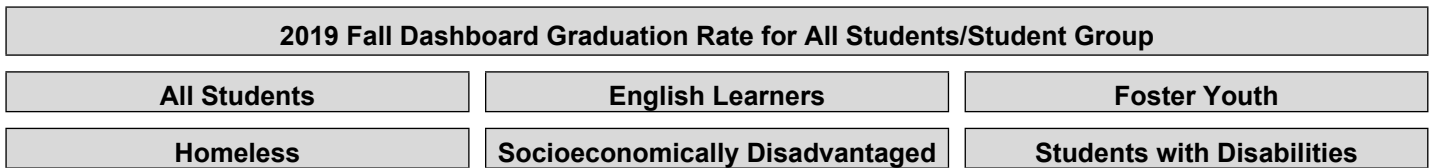
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

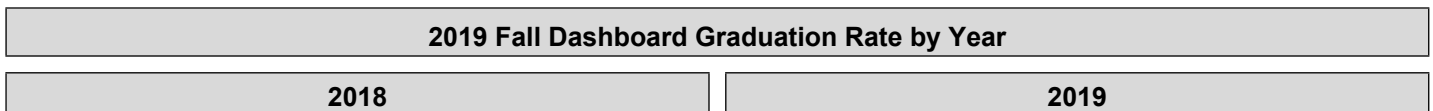
This section provides number of student groups in each color.



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



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



### Conclusions based on this data:

1. not applicable

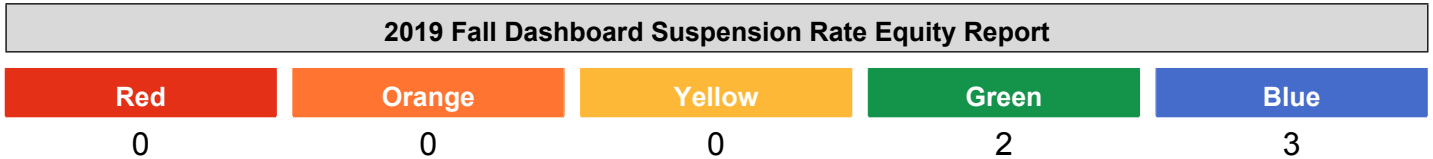
# School and Student Performance Data

## Conditions & Climate Suspension Rate





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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.1</p> <p>Declined -0.5</p> <p>369</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>7.7</p> <p>Increased +7.7</p> <p>13</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Declined -2.1</p> <p>62</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Declined -3.6</p> <p>37</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">7.1</span> 14	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff; padding: 2px;">1.2</span> Declined -0.6 85	 Blue <span style="background-color: #e6f2ff; padding: 2px;">0</span> Declined -2.4 61	 No Performance Color Less than 11 Students - Data 1	 Green <span style="background-color: #e6f2ff; padding: 2px;">1</span> Declined -0.5 199

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.1

**Conclusions based on this data:**

1. Suspensions have been limited to one to two per year and declined in all areas.
2. There is a need to monitor and track internal data on behaviors which do not result in suspension.
3. The school is undergoing an MTSS process which encourages alternatives to suspension.

# 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

Learning

## LEA/LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

## Goal 1

Silver Strand Elementary aims to address each students' strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and social-emotional supports.

## Identified Need

Data in English Language Arts and Mathematics and likeliness of learning loss due to COVID-19 indicate the need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must maximize opportunities within our bell schedule and staffing to provide small-group and individualized instruction, intervention, and enrichment (Personalized Education Plan time, Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, SpEd teachers, ASE teachers, and Instructional Assistants.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22: Staffing and resource allocation: Maximize impact of ASE and Title 1 staffing to prioritize serving students achieving below grade level in Reading and math (current 2020-21 staffing: 1.5 FTE Title 1 Reading Support; .20 ELD, and .40 ASE (Reading). Measurable outcome: students performing most below grade level in reading and/or math will access SUPPLEMENTARY support (additional guided reading and/or math instructional time) to support growth of skills toward grade level.	2020-21 staffing baseline is 1.5 FTE Title 1 Reading Support; .20 ELD, and .40 ASE (Reading). Maintaining this level of FTE for ASE support will be dependent upon funding available, including grant allocations and general fund allowances. .70 FTE of ASE Intervention was eliminated at the end of school year 2020, and supplementary gen ed math intervention support was not offered in SY 2020-21	Students demonstrating the lowest achievement in Reading and Math will have access to intervention resources commensurate with small-group support at instructional level and additional instructional time in Reading and/or Math. FTE allocations maintained at current levels will provide support for approximately 20% of students at each grade level, with demonstrable individual progress toward grade-level standards expected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2021-22: All families will have efficient remote access to students' instructional plans and online resources through grade level teachers' consistent use of online platforms and curriculum extensions.</p> <p>2020-21 COVID-19 Provisions: (measurable access to distance learning resources): All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and progress report narratives indicating growth in subject areas.</p> <p>2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports.</p>	<p>CUSD launched Distance Learning initiatives on April 6, 2020 with phasing in of assessment/progress reporting on April 27. All teachers are using online platforms with increasing consistency to provide students with resources, instruction, and feedback. Families have been provided with access to internet and devices as needed. Students are using online curriculum resources for intervention and enrichment.</p>	<p>All students will demonstrate ability and support to access resources and instruction via technology and/or in person and submit activities for review and feedback. All teachers will measure and communicate student growth in all areas. Grade levels will demonstrate consistency in use of platforms and online curriculum resources, including for intervention and extension.</p>
<p>2021-22: CAASPP ELA Average: goal is 78%</p> <p>2020-21: CAASPP ELA Average all grades: Statewide testing pending</p> <p>2019-20: CAASPP ELA Average all grades: No statewide testing</p> <p>2018-19: CAASPP ELA Average all grades: 76%/. Data indicates that students with disabilities, students socioeconomically disadvantaged, and students</p>	<p>2020-21: Statewide testing pending</p> <p>2019-20: No statewide testing</p> <p>2018-19: CAASPP ELA Average all grades: 73% student performance rate</p> <p>All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019. 96% of 5th graders in 2019 were near, at or above standard in Reading.</p>	<p>Goal is to increase ELA all grades to 78%. SSES will continue to provide small-group and/or additional intervention support for students below grade level at each grade level using ASE, Title1, and SpEd staffing. Students most in need of support overall will be provided with most intensive services to support growth toward standards. Listening skills growth will be a schoolwide area of focus.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>who are Hispanic declined in scores. Listening skills are an area of relative growth overall. 2017-18: CAASPP ELA Average all grades: 73% student performance rate</p>	<p>Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth            Students with disabilities (18) declined 4.3 points in ELA, warranting attention. students who are socioeconomically disadvantaged declined by 13 points, warranting attention            Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.            19 students representing two or more races declined 13 points, warranting attention.            Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.            19 students representing two or more races declined 13 points, warranting attention.</p>	<p>Teachers will use of Benchmark Intervention resources in the second year of curriculum implementation.</p>
<p>2021-22: CAASPP Math Average all grades: goal is 69%            2020-21: CAASPP Math Average all grades: Statewide testing pending            2019-20: CAASPP Math Average all grades: No statewide testing            2019-20: CAASPP Math Average all grades: No statewide testing            2018-19 CAASPP Math Average all grades: 67%/Growth seen at grade levels which piloted Bridges curriculum. Problem Solving, Modeling, and Communicating Reasoning are areas of relative growth overall.            2017-18 CAASPP Math Average all grades: 65% student performance rate</p>	<p>2020-21: Statewide testing pending            2019-20: No statewide testing            2018-19 CAASPP Math Average all grades: 67% student performance rate            3rd and 5th grades increased scores over three years; 4th grade scores declined (3rd and 5th grade piloted curriculum in 2019)            Concepts and Procedures skills are a strength; Problem Solving and Modeling and Communicating Reasoning are relative areas of growth            Students with disabilities increased scores by 1.            Hispanic students decreased scores by nearly 12 points, warranting attention.            Students reporting two or more races increased 6.4 points.</p>	<p>Goal to increase Math all grades to 69%. SSES will continue implementation of Bridges curriculum, Number Corner, and Home Connections in 2021-22 school year and maximize use of online portals, with Problem Solving, Modeling, and Communicating Reasoning are schoolwide areas of focus.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2020-21: Special Education Services: Provide a continuum of services to meet placement and academic needs of individual students; provide adequate math support OR co-teaching time and collaboration time for co-teachers; provide additional intervention support in math and reading for students most below grade level.</p>	<p>2020-21: Students are receiving services in person via Zoom in reading, math co-teaching, SAI, and other. Adequate collaboration time for gen ed and SpEd teachers is not built into the current hybrid schedule, with IEPs on Fridays and services extending into common prep/lunch time.  2019-20: Most students with SpEd services have access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time.  ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention. Students who are socioeconomically disadvantaged declined by 13 points, warranting attention</p>	<p>Additional small-group reading and math support provided for students with IEPs most below grade level (supplemental vs. replacement). Increase in co-teaching time OR math services with regular collaboration time scheduled for math co-teachers. A continuum of placement options provided for students struggling in the gen ed environment or with grade-level curriculum.</p>
<p>2021-22: CAST Average: goal is 73%  2020-21: CAST: Statewide testing pending  2019-20: CAST: No statewide testing  2018-19: 71% of 5th grade students met or exceeded the standards on the CAST Science Test. Earth and Space Sciences were a relative strength, and Life Sciences a relative area of growth.</p>	<p>2021-22: CAST Average: goal is 73%  2020-21: CAST: Statewide testing pending  2019-20: CAST: No statewide testing  CAST test 2018-19 baseline: 71%.</p>	<p>Gradewide discussion on implementation of Foss units and exploration of CAST questions with potential focus on Life Science at grade levels. Goal to increase performance to 73%</p>
<p>2021-22: ELPAC testing demonstration of individual growth/reclassification.  2020-21: CELDT and ELPAC testing and continued targeted supports of students through</p>	<p>2020-21: Students receiving reading group AND ELD support via Zoom and/or in person with newly designated ELD teacher (frequent teacher changes in ELD).</p>	<p>Consistent staffing and implementation of ELD supports in addition to reading group support (small-group and use of curriculum resources)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>staffing and ELD resources in Benchmark curriculum.            2019-20: No statistically significant data; too few students (SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19)            2018-19 Goal TBD based on Baselines            2017-18: The percent of ELs making annual growth on CELDT will increase 2% over baseline. ELPAC growth rates to be determined. The Reclassification Rate: 55%</p>	<p>2019-20: No statistically significant data; too few students (SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19)</p>	<p>and demonstration of individual growth/reclassification</p>
<p>2021-22: VAPA and Innovation Lab to be funded (CSF and/or general fund) and implementation of Project Lead the Way to resume at all grade levels K-5. Plans determined for renovation of Computer Lab/Library space to include dedicated maker space/Innovation Lab area for instruction and enrichment.            2020-21: Bell schedule: All students will have weekly access to VAPA and Innovation Lab curriculum (Project Lead the Way)            2019-20: Teachers at all grade levels will collaborate with visiting artists and develop a plan for continuing arts integration, as well as relationship to VAPA teacher/Special            2018-19: All teachers will be exposed to new integrated arts model and will become familiar and more comfortable with using this model with support and direct guidance.</p>	<p>2020-21: Student access to live, in-person VAPA and Innovation Labs limited by COVID-19 and schedule constraints.            2019-20: All students experienced two 50-minute lessons in either VAPA or Innovation Lab per semester.</p>	<p>VAPA and Innovation Lab to be funded (CSF and/or general fund) and implementation of Project Lead the Way to resume at all grade levels K-5. Plans initiated to renovate Computer Lab/Library space to include dedicated maker space/Innovation Lab area for instruction and enrichment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2021-22: Staff will have access to and express average satisfaction with high-quality professional development opportunities (including individualized/choice provided by site and district and aligned with site goals and staff interest/need. Planning time for Year 2 of Benchmark intervention and Year 3 of Bridges Math to be prioritized. Resumption of weekly collaboration/PLC time with focus on calibration, data analysis, and planning/implementation strategies.</p> <p>2020-21: Staff survey on Professional Development: Staff will have access to and express average satisfaction with high-quality professional development opportunities (including individualized/choice provided by site and district and aligned with site goals and staff interest/need. Planning time for Year 1 of Benchmark intervention and Year 2 of Bridges Math to be prioritized.</p>	<p>Friday afternoons are set aside for extended collaboration but IEPs are scheduled then, making including all staff members and administration difficult. Teachers have limited collaboration time with SpEd colleagues in hybrid schedule. Teachers express need for ongoing monthly planning time for implementation of new curricula. Teachers appreciate "Team" release time on site.</p>	<p>Staff will have access to and express average satisfaction with high-quality professional development opportunities (including individualized/choice provided by site and district and aligned with site goals and staff interest/need. Planning time for Year 2 of Benchmark intervention and Year 3 of Bridges Math to be prioritized (measured via survey). Appropriate platforms, technologies, and trainings to be provided to all teachers in the event distance learning is extended. Evidence of effective professional learning community (PLC) time to calibrate, analyze data, and plan strategies.</p>
<p>2021-22: Maintain minimum of 120 minutes of PE weekly. Increase total number of students passing FitnessGram to 75%</p> <p>2020-21: Fitness Testing pending</p> <p>2019-20: No fitness data</p> <p>2018-19 Data: Total number of students tested 52 Total number of students passed 6 out 6 – 38.5% Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%</p>	<p>2020-21: Student access to live, in-person PE limited by COVID-19 and schedule constraints. Fitness testing pending.</p> <p>2019-20: Students' time in PE reduced from 150 minutes per week to 130; no fitness data</p> <p>2018-19 Data: Total number of students tested 52 Total number of students passed 6 out 6 – 38.5% Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%</p>	<p>2020-21: Maintain minimum of 120 minutes of PE weekly. Increase total number of students passing FitnessGram to 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2021-22: Determine and implement appropriate diagnostic and formative assessments for students in spring and fall 2021 to determine students most in need of summer intervention and support.</p> <p>2020-21: Diagnostic assessments in ELA and Math: Assess students' present levels in Fall 2020 given spring distance learning implementation and lack of statewide and site testing results.</p>	<p>Spring 2021: Baseline Benchmark and Bridges Data</p> <p>Spring 2020: No spring statewide testing in ELA, math, science, nor site MAP, DRA or ReadWell assessments</p>	<p>Determine and implement appropriate diagnostic and formative assessments for students in spring and fall 2021 to determine students most in need of summer intervention and support. Implement interventions and supports in the master schedule. Chart growth over course of the year with goal to meet ELA, Math, and Science statewide testing goals, as well as to track ongoing individual progress toward grade level standards.</p>

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

## Strategy/Activity 1

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

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

Students performing below grade level, as well as those performing at or above, who benefit from smaller groupings

### Strategy/Activity

1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to in preparation for all students to graduate college and career ready.

- -Implement Year 3 of Bridges Math Curriculum, with a focus on consistency of unit implementation, assessments, data analysis, and appropriate implementation of intervention materials.
- -Implement Year of 2 Benchmark ELA Curriculum with continued training, and focus on assessments and interventions.
- -Provide continued support for implementation of Lucy Calkins Writing Curriculum, integrating Benchmark ELA Curriculum where appropriate
- -Resume robust implementation of Foss Science curriculum
- -Implement arts integration unit at each grade level
- -Resume implementation of SPARK curriculum for PE, with training for new staff
- -Resume Year 2 of Project Lead the Way Curriculum in Innovation Lab
- -Plan renovation of computer lab/library space for dedicated maker space/Innovation lab area for instruction and enrichment.

### 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)

[Empty box for Amount(s)]

District Funded  
 4000-4999: Books And Supplies  
 DoDEA Grant(s), Coronado Schools Foundation  
 Block Grant, LCFF supplemental,  
 Title I

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

1.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- Grade levels will consistently implement use of technology resources and programs for intervention and enrichment.
- With District support, staff will develop and all students will have a grade-appropriate PEP (Personalized Education Planning) document for recording evolving goals, interests, and achievements
- Students most below grade level in reading and math will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas, including supplementary vs replacement services
- Bell schedule will address need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.
- SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

**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)

[Empty box for Amount(s)]

General Fund  
  
 Title 1, DoDEA Grant Funds

**Strategy/Activity 3**

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

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

Students receiving services under Special Education

### Strategy/Activity

1.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching) per MTSS tiers
- -Develop bell schedule to maximize student access to resources and staff efficacy to provide additional intervention support in math and reading for students most below grade level.
- -In collaboration with VES, SSES staff will determine appropriate students and schedule for Wilson Reading group support.
- -Provide ongoing trainings for Certificated and Classified Staff in best practices in instruction and behavior support
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

### 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)

District Funded

### 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)

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

1.4 SSES will ensure access to effective 21st century curriculum, instruction, learning tools, assessments and extensions

- -Grade levels will identify most appropriate and effective online platforms and programs for delivery of curriculum, instruction, assessments, and extensions and apply them consistently.
- -All families will have efficient remote access to curricular resources (including intervention and extensions) in appropriate subject areas
- -Students will achieve 1:1 access to devices in classrooms at SSES

**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)
	District Funded  General Fund

**Strategy/Activity 6**

**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)

**Strategy/Activity 7**

**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)

**Strategy/Activity 8**

**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)

**Strategy/Activity 9**

**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)

**Strategy/Activity 10**

**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: 2019-20**

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

### ANALYSIS

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

Baselines above describe implementation before COVID and under COVID conditions/schedules. Resuming a regular schedule will increase effectiveness of 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.

Implementation of intervention groups is dependent upon grant and Title 1 Funds as well as general fund allocations. Scheduling and staffing in Special Education is dependent upon IEP services stipulated per student.

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.

Strategies may be impacted by extension of Covid-19-related closures and changes to school calendar, bell schedule, and student access to direct instruction.

# 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

Communication

## LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

## Goal 2

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

## Identified Need

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2021-22: Consistent use of platforms and programs across grade levels and consistent student and parent access and awareness of curriculum, resources, and progress. Newsletter highlights of curricular and educational programs/tips/resources.</p> <p>2020-21: COVID-19 Provisions: Distance Learning (measurable access to distance learning resources via survey/logins/activity): All families will have efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and</p>	<p>Teachers currently use an array of platforms and programs including Google Classroom, PowerSchool, SeeSaw, Flipgrid, Jamboard, IXL etc. Report Cards recorded in Synergy. Website has outdated information in some areas.</p>	<p>2021-22: Families will demonstrate efficient access to curricular resources and familiarity with platforms that communicate resources and progress.</p> <p>2020-21: All families will demonstrate efficient remote access to curricular resources (including direct instruction/guidance) in each subject area with weekly feedback on specified student assignments, weekly teacher availability to individual students and families, and progress reports indicating achievement in subject areas. Website will reflect current and updated information.</p> <p>2019-20: All parents/guardians will have efficient access to the following information regarding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>progress report narratives indicating growth in subject areas.</p> <p>2019-20: All parents/guardians will have efficient access to the following information regarding student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports.</p>		<p>student learning: units of study, curricular resources, weekly homework assignments and requirements, and progress reports. Back-to-School night will orient parents to classroom communications.</p>
<p>2021-22: Ongoing weekly communications from SSES Administration to Families and Staff reflecting needs stated above. Continuation of Friday Flagpole Assemblies virtually or in person.</p>	<p>Weekly newsletters from SSES Administration are sent to families and staff; weekly Friday Flagpole Assembly video prerecorded and sent to staff and families.</p>	<p>2021-22: Ongoing weekly communications from SSES Administration to Families and Staff, aligned with District Communications and providing information about school schedules, news, plans, and events and information regarding safety and security of campus, staff, and students.</p>
<p>2021-22: Parent/Family/Community and Staff Member Participation in volunteering and school committees such as School Site Council, PTO, Title 1, and Family Fun and Back-to-School and Open House events.</p>	<p>School Site Council convened beginning in January; parent participation limited. PTO meeting participation via Zoom, including more community shareholders. Virtual Back-to-School Night and parent conferences.</p>	<p>2021-22: Increased attendance and participation in volunteering, school committees, and events, with consideration for providing them in person and/or remotely as appropriate/convenient.</p>
<p>2021-22: Frequency and efficacy of collaboration between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among whole staff.</p>	<p>2020-21: Limited time for staff meetings and collaborations due to hybrid schedule. Voyager Crew Council has not convened this year. 2019-20: Weekly PD meeting rotations facilitated monthly collaborations as whole staff, and between grade levels and intervention staff. Establishment of monthly Voyager Crew Council Meetings and continued monthly ACT Rep/Principal Meetings</p>	<p>2021-22: Resumption of monthly all-staff and grade-level articulation meetings. Implementation of increased gen ed/SpEd collaboration (weekly).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Bell Schedule facilitated daily grade-level collaborations when needed.</p> <p>Bell Schedule created challenges for regular collaboration between grade-level general education teachers and Special Education Teachers, which sometimes occurred after hours for pay.</p>	
<p>2021-22: Efficiency and effectiveness of communication of safety and security concerns</p>	<p>Drills conducted differently; use of newsletters and In-Touch system to inform families during safety drills. District suspended development of communication guide and templates.</p>	<p>2021-22: Resumption of regular implementation of InTouch System for efficient communication to families regarding safety and security and practice using district-developed communications. Training for Office Staff in swift and efficient communications.</p>
<p>2021-22: Evidence of collaboration between local organizations and SSES which benefit students and enrich community.</p>	<p>2020-21: Collaborations include Coronado SAFE, Coronado Public Library, MOAA recognitions, MFLC Support.</p> <p>2019-20: Collaborations include: Coronado SAFE classroom and campus programs, Everyone a Reader daily volunteers, Coronado Public Library partnerships, Coronado Optimist Club, Lions Club and MOAA recognitions, Police and Fire educational programs, Military supports including MFLC, LPL, BIGS and PALS, Lamb's Players, Zoo and Humane Society educational programs, and more.</p>	<p>2021-22: Resumption of growth of meaningful and effective partnerships which benefit students and enrich community.</p>

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

Strategy/Activity

2.1

Family and community shareholders will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.

- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs
- -Regular progress reporting
- -School Website information updated regularly
- -Encouraged participation in School Committees: SSC, PTO, Title 1
- -Fall Back-to-School Night and Spring Open House opportunities open to all families
- -Fall and Spring Family Conferences
- -Family participation in SST and IEP meetings
- -Encourage parent and community volunteering
- -Continue hosting monthly family-friendly events in conjunction with PTO and local organizations

**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)

[Empty box for Amount(s)]

Site funds and District PD funds, PTO

**Strategy/Activity 2**

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

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

All

Strategy/Activity

2.2

Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

- -Weekly Staff Bulletin
- -Outlook Calendar Invites
- -Midweek Email Updates
- -Monthly All-Staff Meetings
- -Monthly Voyager Crew Council meetings
- -Monthly ACT Rep/Principal Meetings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**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: 2019-20**

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

**ANALYSIS**

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

Participation in events and parent communication and inquiries suggests that communication and information systems are effective and consistent.

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

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.

COVID-19 conditions may influence modes of communication/events.



# 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

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

## Identified Need

All students need safe and clean facilities and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2020-21: Evidence of secure, safe, and clean school facilities; published and approved safety plan; emergency supplies in each classroom; monthly safety drills; efficient communication plans, systems, and templates; proper supervision of students throughout the school day and entering and exiting campus; safe traffic, dropoff and dismissal procedures, including crossing guards; and coordination with district, military, and police and fire agencies.</p>	<p>2020-21: Health and safety protocols focused on COVID-19 provisions. New cameras and automatic locking door with remote mechanism installed. Safety drills conducted differently due to COVID conditions.</p> <p>2019-20</p> <ul style="list-style-type: none"> <li>-Secure, safe, and clean school facilities: concerns of students eloping through gates</li> <li>-published and approved safety plan</li> <li>-need for updated emergency supplies in each classroom</li> <li>-monthly safety drills</li> <li>-ongoing development of efficient communication plans,</li> </ul>	<p>2021-22: Resumption of evidence of secure, safe, and clean school facilities, including provisions for COVID-19; published and approved safety plan; emergency supplies in each classroom; monthly safety drills; efficient communication plans, systems, and templates; proper supervision of students throughout the school day and entering and exiting campus; safe traffic, dropoff and dismissal procedures, including crossing guards; and coordination with district, military, and police and fire agencies.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>systems, and templates</p> <ul style="list-style-type: none"> <li>• -proper supervision of students throughout the school day and entering and exiting campus</li> <li>• -safe traffic, dropoff and dismissal procedures, including crossing guards.</li> <li>• -ongoing coordination with district military, and police and fire agencies</li> </ul>	
<p>COVID-19 PROVISIONS as needed: Evidence of plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>	<p>2020-21: Established protocols for safety entering and leaving campus and in classrooms and on breaks. Established protocols for distancing in and out of classrooms, PPE requirements, and cleaning. Spring 2020: Developing plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>	<p>2021-22: Continuation of COVID-19 PROVISIONS as needed: Evidence of plans for secure and safe school facilities to support mitigation of contagion, including adequate supplies and staffing for cleaning, screening, and protective gear and protocols for social distancing in all spaces on campus and during dropoff and dismissal.</p>
<p>2020-21: Determination and use of appropriate and cyclical student data to determine interventions and use of ASE resources in reading and math, prioritizing students most below grade level and calibrating monthly at grade levels and across programs.</p>	<p>2020-21: Continuation of ASE support in reading (not math) with Title 1 and general education funds to provide small-group supports at all grade levels. 2019-20: Students identified at each grade level by percentage or number per class for ASE/Intervention services. Monthly ASE and grade-level articulations to recalibrate small groups in reading and math. MAP/MPG and DRA2 or RW baseline scores used to</p>	<p>2021-22: Students identified for small group supports will demonstrate growth toward standard. 2020-21: Identification and implementation of appropriate student data to prioritize students for intervention groups in reading and math. Students in intervention groups in math and ELA will demonstrate individual progress toward meeting standards at grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	determine student progress in reading/Benchmark unit assessments for math.	
<p>2021-22: Consistent staffing of ELD supports IN ADDITION to ELA/Reading</p> <p>2020-21: Implementation of ELD staffing and supports (small-group and use of curriculum resources)</p> <p>2019-20: Statistically insignificant data</p> <p>2018-19: The percent of ELs making annual growth on CELDT will increase 2% over baseline.</p> <p>ELPAC growth rates to be determined.</p> <p>The Reclassification Rate: 55%</p>	<p>2020-21: Data pending</p> <p>2019-20: Statistically insignificant data</p> <p>2018-19: SSES has seen a drop in number of English Learners overall in the past three years, from 50 in 2016-17 to 28 in 2018-19.</p>	<p>2021-22: Consistent staffing and Implementation of ELD supports (small-group and use of curriculum resources) beyond reading/ELA time and demonstration of individual growth/reclassification</p>
<p>2021-22: Maintenance of or increase in available counseling services provided by district and through partnership with military (MFLC)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• -.50 FTE Clinical Counselor</li> <li>• -.25 ERMHS Counselor</li> <li>• -Full-time MFLC providing services to students and families remotely.</li> </ul> <p>2019-20:</p> <ul style="list-style-type: none"> <li>• -.50 FTE Clinical Counselor</li> <li>• -.125 Educationally-Related Mental Health Counselor</li> <li>• -Full-time MFLC provided through Military Partnership</li> </ul>	<p>2021-22: Maintenance of or increase in available counseling services provided by district and through partnership with military (MFLC program), with increase in in-person services by MFLC if possible.</p> <p>2020-21: Maintenance of or increase in available counseling services provided by district and through partnership with military (MFLC)</p> <ul style="list-style-type: none"> <li>• -.50 FTE Clinical Counselor</li> <li>• -.25 Educationally-Related Mental Health Counselor</li> <li>• -Full-time MFLC provided through Military Partnership</li> </ul>
<p>2021-22: Special Education Services: Provision of a continuum of services to meet placement and academic</p>	<p>2021-22: Students receiving reading support with case manager, sometimes in addition to gen ed reading</p>	<p>2021-22: Students receiving math and reading support in addition to gen ed supports where and if necessary as</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>needs of individual students; provision of adequate co-teaching time and collaboration time for co-teachers; provide additional intervention support in math and reading for students most below grade level.</p>	<p>group support. Most students receive math support within the co-teach model in addition to SAI goal work.            2019-20: Most students with SpEd services have access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time.            Additional small-group reading and math support provided for students with IEPs most below grade level. Increase in co-teaching time or math services and regular collaboration time scheduled for math co-teachers. A continuum of placement options provided for students struggling in the gen ed environment or with grade-level curriculum.            ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention. students who are socioeconomically disadvantaged declined by 13 points, warranting attention</p>	<p>evident by steady progress toward goals/grade level.</p>
<p>2021-22: Evidence of resumption of Implementation of Schoolwide and Classroom Agreements, Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development. Maintain student involvement in school activities, mentorship,</p>	<p>2020-21: Progress on MTSS paused due to COVID concerns and priorities; inauguration of No Place for Hate Committee and activities; involvement of staff in District Equity Committee            2019-20: 2nd Year of MTSS Committee Work: Schoolwide Agreements established, flowcharts and schoolwide messaging in development, draft Intervention Communication Forms. Implementation of three Sanford Harmony lessons per</p>	<p>Evidence of resumption of Implementation of Schoolwide and Classroom Agreements, use of flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development. Professional development implemented on PBIS/other. Evidence of</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>and planning (No Place for Hate, Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)</p> <p>2020-21: California Healthy Kids Survey Findings and Progress on Multi-Tiered Systems of Support and Implementation of SEL/behavior data and decrease in reported behaviors: Implementation of Schoolwide and Classroom Agreements, Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners. Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development.</p> <p>Maintain student involvement in school activities, mentorship, and planning (Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)</p>	<p>grade level per year, morning meetings. Student Council disbanded in 2019-20 but student involvement expanded to include buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)</p>	<p>decreased behavior reporting over course of the school year. Maintained student involvement in school activities, mentorship, and planning (No Place for Hate, Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.) Explore use of Title IV Funds to assess behaviors and focus interventions (Tier 3).</p>
<p>2021-22: Improvement in Chronic Absenteeism Rate</p> <p>2020-21: absenteeism not measured due to COVID-19</p> <p>2019-20: data unavailable</p> <p>2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism. Students who are socioeconomically disadvantaged maintained</p>	<p>2020-21: Absenteeism not measured due to COVID-19; interventions conducted for students not regularly attending.</p> <p>2019-20: Data unavailable</p> <p>2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism. Students who are socioeconomically disadvantaged maintained</p>	<p>2021-22: Chronic Absenteeism rates will improve in subgroups and P2 attendance will show .50 improvement from 2019-20 levels. Continue practice inaugurated in 2018-19 of annual Saturday School opportunity.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
absenteeism rates, but warrant attention.	absenteeism rates, but warrant attention.	

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

3.1 SSES will maintain safe and clean facilities and communications regarding emergency drills and protocols

- -published and approved safety plan
- -emergency supplies in each classroom
- -monthly safety drills
- -efficient communication plans, systems, and templates
- -proper supervision of students throughout the school day and entering and exiting campus
- -safe traffic, dropoff and dismissal procedures, including crossing guards
- -coordination with district, military, and police and fire agencies.

SSES will continue provisions for COVID-19 as 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)

District Funded

general Fund

### Strategy/Activity 2

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

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

All

#### Strategy/Activity

3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- -District/staff will develop and all students will have a grade-appropriate PEP document for recording evolving goals, interests, and achievements
- -SSES will track and discuss student data in monthly meetings

- -Students most below grade level in reading and math will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Students eligible for ELL instruction will be supported with targeted instruction
- -Enrichment and extension activities and assignments will be provided to all identified students in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
- -Bell schedule will accommodate need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

**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)

**Strategy/Activity 3**

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

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

Students receiving services under Special Education

Strategy/Activity

3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level.
- -Develop bell schedule to maximize student access to resources and staff efficacy.
- -Provide trainings for Certificated and Classified Staff in best practices in instruction and behavior support
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

**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)

**Strategy/Activity 4**

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

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

All

Strategy/Activity

3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL

- - Implementation of Schoolwide and Classroom Agreements
- -Continue development of Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners.
- -Implementation of Sanford Harmony SEL curriculum, including Lessons, Meet-Ups, Buddy-Ups, and professional development.
- -Staff to continue work with Equity Committee and implement agreed-upon policies and actions
- -No Place for Hate Committee to continue adhering to program guidelines (projects, actions, awareness) to develop cultural competency and inclusiveness
- -maintain or increase current level of counseling FTE and partnership with military
- -collaborate to maintain and increase student involvement in school activities, mentorship, and planning (No Place for Hate, Student Council, buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, 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)

Source(s)

Sanford Harmony, Department of Defense

**Strategy/Activity 5**

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

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

All

Strategy/Activity

3.5 SSES will monitor and support consistent attendance, with provisions for individual and public health and wellness

- -encourage parent and family communication
- -provide counseling supports
- -provide Saturday School opportunity each semester

**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)



**Strategy/Activity 6**

**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)

**Strategy/Activity 7**

**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)

[Empty box for Amount(s)]

LCFF Supplemental

**Strategy/Activity 8**

**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: 2019-20**

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

## ANALYSIS

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

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources.

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

Emergency funds may assist with contingent plans.

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources. Changes are reflected throughout SPSA Goals in "COVID-19 Provisions" sections.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

## 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 (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

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

# 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
Title I	\$178,143.00	178,143.00
General Fund	\$35,443.00	35,443.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# School Site Council Membership

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

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

Name of Members	Role
Jennifer Moore	Principal
Sarah Yakutis	Classroom Teacher
Catie Bartczak	Classroom Teacher
Gisele Renly	Classroom Teacher
Kimberley Junk	Other School Staff
Lori Blauert	Parent or Community Member
Tracee Gaisford	Parent or Community Member
	Parent or Community Member
	Classroom Teacher
	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5-6-20.

Attested:

Principal, Jennifer Moore on 5-6-20



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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