

# 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
Painted Rock Elementary School	37682966085088	October 22, 2019	November 14, 2019

## School Vision and Mission

Vision: Creating culture and conditions to empower world-class learners.

Mission: Inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences.

Painted Rock Elementary School is a community of lifelong learners who are committed to high academic achievement and respect for all, in an environment that fosters responsibility, collaboration, communication and celebrations. It is our goal to maintain a focus on ensuring the highest levels of success for each and every student. We are also committed to having all students become "College and Career Ready" and life ready by:

- Creating a school-wide focus on Rigor, Relevance and Relationships
- Providing differentiated instructional opportunities for all students
- Creating individualized student learning goals

## School Profile

Painted Rock Elementary School opened its doors in 1972 to the students of the community, beginning a long tradition of academic excellence and parental involvement that is very evident today. Painted Rock achieved California Distinguished School status in 1995 and prides itself on having a dedicated and professional staff. At present, we have 31 certificated staff members, 25 classified staff members and 677 students in Transitional Kindergarten through grade five.

Math and ELA school-wide and grade level SMART Goals are written in alignment with the California State Standards. Multiple assessments will continue to be used by staff throughout the year to monitor student progress in all content areas to determine if achievement gaps are closing. Multiple pathways for learning include direct and focused classroom instruction, instructional differentiation, project based learning opportunities, integration of technology throughout the curriculum, and parents as partners in learning. Consistent formative assessment processes are in

place to guide instructional planning and curriculum pacing. Individual student goal setting and self-assessment are in progress to support student rigor and progress. Staff and parents continue to team in order to support students in developing self-directed learning behaviors and intrinsic motivation while striving to produce high quality work and learning results.

The Painted Rock staff closely monitors the achievement of all students through the use of formative and summative assessments. This assessment data is used to identify areas of students' strengths and areas of need. This information allows our staff the opportunity to utilize a variety of academic approaches and techniques to meet the needs of all students. Our focused implementation of the Benchmark Advance for TK-5 has proven to provide our students with sound Tier I instruction in ELA and ELD. This provides our students with the foundation for which to continue to build upon their critical thinking skills in all content areas.

At Painted Rock, we are committed to implementing a comprehensive Rtl (Response to Intervention) program in all grade levels. In grades K-3, all students are given CORE Assessments within the first six weeks of school. Using the results of the assessment, students are grouped according to ability and need.

Those students who do not make adequate progress are "S-Cubed". Teachers input student information into the S-Cubed Console. Teachers are expected to discuss their concerns with grade level peers, meet with the student's parent, and implement intervention strategies. These strategies are simple, straightforward, and easily implemented by regular classroom teachers. If these interventions are still unsuccessful, the student is brought to an S-Cubed meeting. Teachers are expected to provide data and classroom work samples to the team during this meeting. Painted Rock specialists, the classroom teacher, and the parent meet to discuss concerns and develop an academic and/or behavioral Action Plan to help the student succeed. A post-meeting is scheduled (6-8 weeks later) to determine whether the Action Plan is working. If a student is not making adequate progress, our special education team may become a part of the process and may help to determine next steps.

Because technology facilitates purposeful integration of learning throughout the school day, our students are provided with opportunities to embrace new ideas, share knowledge, and enhance learning experiences through the lens of multimedia collaboration and communication within and beyond the classroom. At Painted Rock Elementary School, technology is implemented in the classroom environment to enhance, improve, engage, and support the learning environment for all students in order to advance their educational experience and skills to prepare them to live and work in a global community. Our technology plan ensures that each grade level will be provided with an allocated number of Chromebooks and/or I-pads to meet their projected goals and needs. These Chromebooks and iPads have been provided by the district and our generous Educational Foundation.

Our PTA and Foundation are strong partners in the education of our students. Our PTA and Foundation have also provided us with a part-time music teacher, a science lab (run by a part-time instructional assistant), and one Physical Education instructional assistant. We provide numerous after-school activities and a variety of learning experiences on and off-campus, funded by our fundraising organizations. The PTA, Foundation, and School Site Councils are three examples of hands-on parental involvement in programs that are absolutely essential to the success of Painted Rock. Our PTA boasts a membership of over 570 and an executive board of twenty parents/teachers who work tirelessly to enrich the school experience for all of our students. Our Foundation has a history of supporting technology as well as many curriculum areas since its inception in 1988. The funds generated from their efforts recently furnished the hardware/software

for a new computer lab and purchased new books for our reading program. The School Site council holds meetings on a bi-monthly basis to make decisions involving the use of State generated School Improvement funds.

Painted Rock Elementary School is a warm and supportive learning environment that encourages students to be actively engaged learners who take ownership for both their behavior and academic progress. We are proud of the reputation that the school has earned and the academic performance continues to be outstanding at all grade levels.

## **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**

Meaningful involvement of parents, students and other stakeholders is critical to the development of our goals and budget. On an annual basis the Painted Rock staff analyzes student achievement, social/emotional, and attendance data. The staff also reviews programs that have been used to help support differentiation in the classroom as well as programs that have enhanced the learning for our students. Based on the results of the data the staff determines which programs to continue and which programs to consider eliminating. Once recommendations are generated from the staff, data, programs, and recommendations are shared with School Site Council to gather their feedback for next steps.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.15%			1
African American	0.9%	0.91%	0.89%	6	6	6
Asian	4.5%	3.96%	4.47%	31	26	30
Filipino	2.2%	2.13%	2.09%	15	14	14
Hispanic/Latino	11.4%	11.28%	11.62%	78	74	78
Pacific Islander	0.2%	0.15%	%	1	1	
White	67.7%	67.23%	65.87%	463	441	442
Multiple/No Response	1.0%	2.29%	5.22%	7	15	35
<b>Total Enrollment</b>				684	656	671

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	128	120	125
Grade 1	100	103	94
Grade 2	98	102	114
Grade3	108	107	114
Grade 4	121	98	110
Grade 5	129	126	114
<b>Total Enrollment</b>	684	656	671

### Conclusions based on this data:

1. Painted Rock has had consistent enrollment over the course of the last 3 years.
2. Percentages of our different demographic student groups have remained constant across the board. However, our percentage of multi-raced families has increased substantially since 2017.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	28	24	22	4.1%	3.7%	3.3%
Fluent English Proficient (FEP)	28	34	39	4.1%	5.2%	5.8%
Reclassified Fluent English Proficient (RFEP)	3	7	6	10.0%	25.0%	25.0%

### Conclusions based on this data:

1. Our number of ELL students at our site has remained constant throughout the 2017-219 school years.
2. Since 2017 we have doubled the number of ELL students that have been reclassified in both 2018 and 2019.

# 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 Scores			% of Enrolled Students Tested		
	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	105	108	116	103	106	115	103	106	115	98.1	98.1	99.1
Grade 4	124	101	110	121	96	108	121	96	108	97.6	95	98.2
Grade 5	126	125	113	124	110	113	124	109	113	98.4	88	100
All	355	334	339	348	312	336	348	311	336	98	93.4	99.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2460.	2472.	2465.	31.07	45.28	37.39	39.81	25.47	35.65	21.36	19.81	17.39	7.77	9.43	9.57
Grade 4	2530.	2566.	2553.	47.93	73.96	64.81	33.88	15.63	17.59	10.74	7.29	13.89	7.44	3.13	3.70
Grade 5	2538.	2563.	2584.	36.29	39.45	51.33	33.06	42.20	34.51	14.52	10.09	9.73	16.13	8.26	4.42
All Grades	N/A	N/A	N/A	38.79	52.09	50.89	35.34	28.30	29.46	15.23	12.54	13.69	10.63	7.07	5.95

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	37.86	44.34	34.78	48.54	46.23	58.26	13.59	9.43	6.96	
Grade 4	52.89	69.79	62.04	38.84	29.17	35.19	8.26	1.04	2.78	
Grade 5	40.32	47.71	53.98	43.55	43.12	41.59	16.13	9.17	4.42	
All Grades	43.97	53.38	50.00	43.39	39.87	45.24	12.64	6.75	4.76	

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	32.04	33.02	33.04	60.19	55.66	53.04	7.77	11.32	13.91
Grade 4	43.80	65.63	50.00	52.07	30.21	41.67	4.13	4.17	8.33
Grade 5	47.58	54.13	53.10	36.29	34.86	38.94	16.13	11.01	7.96
All Grades	41.67	50.48	45.24	48.85	40.51	44.64	9.48	9.00	10.12

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	27.18	36.79	30.43	65.05	60.38	64.35	7.77	2.83	5.22
Grade 4	30.58	50.00	46.30	59.50	50.00	50.93	9.92	0.00	2.78
Grade 5	32.26	28.44	41.59	54.03	64.22	54.87	13.71	7.34	3.54
All Grades	30.17	37.94	39.29	59.20	58.52	56.85	10.63	3.54	3.87

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	31.07	37.74	32.17	55.34	50.94	53.91	13.59	11.32	13.91
Grade 4	45.45	64.58	54.63	51.24	33.33	43.52	3.31	2.08	1.85
Grade 5	38.71	49.54	52.21	45.97	44.04	45.13	15.32	6.42	2.65
All Grades	38.79	50.16	46.13	50.57	43.09	47.62	10.63	6.75	6.25

**Conclusions based on this data:**

1. Since 2017 our school has increased the percentage of students all scoring "Meets or Exceeds Standards" on the CAASSP test by 6% from 74% to 80%.
2. A high percentage of our students continue to "Meet or Exceed" proficiency in the reading and listening claims (less than 7% of students scoring below standard), and still are working to strengthen their ability within the claims of writing and research and inquiry (less than 14% of students scoring).
3. Our Hispanic/Latino and EDY student groups had over 10% growth in students meeting or exceeding standard on the ELA CAASSP portion of the test from 2018 to 2019. Our students with disabilities student group decreased by more than 10% from 2018 to 2019. These student groups will still be ones that we will need to monitor and support for the 2019-2020 school year.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	105	108	116	103	106	115	103	106	115	98.1	98.1	99.1
Grade 4	124	102	110	121	97	108	121	97	108	97.6	95.1	98.2
Grade 5	126	125	113	124	111	113	124	110	113	98.4	88.8	100
All	355	335	339	348	314	336	348	313	336	98	93.7	99.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2462.	2484.	2473.	27.18	44.34	33.04	42.72	35.85	41.74	17.48	14.15	15.65	12.62	5.66	9.57
Grade 4	2536.	2558.	2546.	46.28	58.76	57.41	29.75	28.87	23.15	19.01	12.37	18.52	4.96	0.00	0.93
Grade 5	2565.	2567.	2587.	45.97	48.18	55.75	25.81	21.82	22.12	21.77	22.73	19.47	6.45	7.27	2.65
All Grades	N/A	N/A	N/A	40.52	50.16	48.51	32.18	28.75	29.17	19.54	16.61	17.86	7.76	4.47	4.46

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	40.78	58.49	44.35	41.75	32.08	40.87	17.48	9.43	14.78	
Grade 4	60.33	68.04	68.52	24.79	27.84	23.15	14.88	4.12	8.33	
Grade 5	60.48	52.73	69.03	24.19	35.45	19.47	15.32	11.82	11.50	
All Grades	54.60	59.42	60.42	29.60	31.95	27.98	15.80	8.63	11.61	

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	49.51	54.72	52.17	42.72	41.51	42.61	7.77	3.77	5.22
Grade 4	52.89	56.70	53.70	41.32	40.21	39.81	5.79	3.09	6.48
Grade 5	45.16	42.73	50.44	42.74	43.64	42.48	12.10	13.64	7.08
All Grades	49.14	51.12	52.08	42.24	41.85	41.67	8.62	7.03	6.25

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>	28.16	53.77	46.09	57.28	39.62	40.87	14.56	6.60	13.04
<b>Grade 4</b>	58.68	67.01	60.19	30.58	29.90	32.41	10.74	3.09	7.41
<b>Grade 5</b>	38.71	36.36	50.44	47.58	50.91	45.13	13.71	12.73	4.42
<b>All Grades</b>	42.53	51.76	52.08	44.54	40.58	39.58	12.93	7.67	8.33

**Conclusions based on this data:**

1. Since 2017 our school has increased the percentage of students scoring "Meets or Exceeds Standards" on the CAASSP test by 6% from 72% to 78%.
2. A high percentage of our students continue to "Meet or Exceed" proficiency in the Problem Solving and Modeling and Data Analysis claims (less than 7% of students scoring below standard), and still are working to strengthen their abilities for the claims in Concepts & Procedures and Communicate Reasoning (less than 10% of students scoring).
3. Our EDY and Students with Disabilities student groups all decreased by 6% or more in proficiency from 2018 to 2019. These continue to be student groups that we will need to support for this school year.

# Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							21	

Overall 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	*	*	*	*		*	*		*	*
All Grades	66.67		*				*		21	

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	*	*	*	*		*	*		*	*
All Grades	71.43		*				*		21	

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	*	*	*	*	*	*			*	*
All Grades	52.38		*		*				21	

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	80.95		*				21		

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	71.43		*		*		21	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	52.38		*		*		21	

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	71.43		*				21	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

**Conclusions based on this data:**

- 1.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	*	*	1	1	*	*	*	*
American Indian or Alaskan		*	*		1	*		*	*
Asian	32	29	30	0	0	0	0.0	0.0	0
Filipino	1215	14	12	0	2	0	0.0	14.3	0
Hispanic or Latino	83	76	78	2	3	7	2.4	4.0	8
Did not Report	*	21	35	1	1	3	*	4.8	23
Pacific Islander	*	*		1	1		*	*	
Two or More Races	84	81	67	1	1	4	1.2	1.2	5
White	475	458	449	13	5	10	2.7	1.1	2
Male	374	364		4	6		1.1	1.7	
Female	333	325		12	6		3.6	1.9	
English Learners	32	25	22	1	1	2	3.1	4.0	8
Students with Disabilities	107	90		5	4	5	4.7	4.4	5
Socioeconomically	54	82	74	2	4	8	3.7	5.1	10
Migrant									
Foster	*	*		1	1		*	*	
Homeless	*	*		1	1		*	*	
Kindergarten	131	128		4	4		3.1	3.1	
Grades 1-3	316	326		4	4		1.3	1.2	
Grades 4-6	260	235		8	4		3.1	1.7	
Grades 7-8									
Grades K-8	707	689		16	12		2.3	1.8	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	707	689	678	16	12	24	2.3	1.8	3

### Conclusions based on this data:

1. Since 2017, our Chronic absentee data for the entire school has decreased by .5 from 2.3% to 1.8%.
2. Three student groups, EDY, ELL, and Hispanic Latino, have increased their rates by more than .9 in all of the subgroups.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.5	0.1

### Conclusions based on this data:

1. The suspension data for the school has decreased substantially since 2017. The data went from 1.6% in 2017 to 0.1% in 2019.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Painted Rock Elementary, as our students promote to middle school.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 1: Mathematics

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of math will increase by 6%, and the percentage of students identified as being in the following specific groups will increase by 10%; English Learner, EDY, and Students with Disabilities.

## Identified Need

This need was identified by analysis of Painted Rock's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and the following specific groups; English Learner, EDY, and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Painted Rock's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students.	Data from the Spring CAASPP Math test shows 80% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the Math portion will grow 6 percentage points, from 80% in 2019 to 86% in 2020.
<b>English Learner</b> Painted Rock's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for English Learners.	Data from the Spring CAASPP Math test shows 57% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the Math portion will grow percentage points, from 57% in 2019 to 67% in 2020.
<b>EDY/Title I</b> Painted Rock's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for EDY Students.	Data from the Spring CAASPP Math test shows 71% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the Math portion will grow 10 percentage points, from 71% in 2019 to 81% in 2020.
<b>Student with Disabilities</b> Painted Rock's data from the Math portion of the 2018-2019 California Assessment of Student Performance and	Data from the Spring CAASPP Math test shows 43% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the Math portion will grow 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress (CAASPP) report for Students with Disabilities.		percentage points, from 43% in 2019 to 53% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

Students who are below proficient in the area of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills.

### Strategy/Activity

Trained credential Impact Teacher will work with our combo class for math instruction 4 days a week. Small group instruction across all grade levels, groups will be flexible and data motioning will be ongoing. Utilization of research based software programs used as intervention and extension of learning. Release time for teacher to work in grade level teams and vertical teams to discuss curriculum, intervention, assessment, and pacing.

### 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)
2,500.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Release time for teacher to work in grade level teams and vertical teams to discuss curriculum, intervention, assessment, and pacing.
200.00	English Learners 2000-2999: Classified Personnel Salaries Provide additional push-in/pull-out support for ELL students.
300.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Instructional supplies, materials, and books to support classroom teachers, Impact teachers, and instructional aides working with students in small group or one-to-one settings.
180.00	English Learners 4000-4999: Books And Supplies Instructional supplies, materials, and books to support classroom teachers, Impact teachers, and instructional aides working with students in small group or one-to-one settings.
500.00	English Learners

6000-6999: Capital Outlay  
Provide additional devices to support students in having access to research-based programs that provide intervention support.

## Strategy/Activity 2

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

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

Kindergarten and TK Students

### Strategy/Activity

Kindergarten and TK Staff commits to implementing the following actions within their math instruction:

- Utilization of math books
- Cross-Age Tutoring
- Volunteers working in small group and one-to-one
- Manipulatives use to develop conceptual understanding
- Small purposeful needs-based grouping for math intervention

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

## Strategy/Activity 3

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

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

First Grade Students

### Strategy/Activity

First Grade Staff commits to implementing the following actions within their math instruction:

- Math talks
- Teacher modeling
- Small purposeful needs-based grouping for math intervention (Diamond Math)
- Pair-shares
- Partner Work
- Manipulatives use to develop conceptual understanding
- Technology Supports (PM Math)
- Use of formative assessment to drive instruction

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

### Strategy/Activity 4

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

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

Second Grade Students

Strategy/Activity

Second Grade Staff commits to implementing the following actions within their math instruction:

- Small purposeful needs-based grouping for math intervention
- Manipulatives use to develop conceptual understanding
- Math Talks
- Math Games
- Math Rotations
- Use of volunteers for small group/individual instruction
- Online math programs for support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

### Strategy/Activity 5

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

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

Third Grade Students

Strategy/Activity

Third Grade Staff commits to implementing the following actions within their math instruction:

- Small purposeful needs-based grouping for math intervention
- Develop and provide opportunities for students to share conceptual strategies
- Build fluency with all arithmetic through repeated practice
- Online math programs for support (Explore Personal Math trainer)

**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)

[Empty box for Amount(s)]

Source(s)

None Specified

**Strategy/Activity 6**

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

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

Fourth Grade Students

Strategy/Activity

Fourth Grade Staff commits to implementing the following actions within their math instruction:

- Math Note-booking
- Annotating
- Small purposeful needs-based grouping for math intervention
- Supplemental Support (Differentiated Instruction)
- Use of Math Leader for additional support and resources
- Unit assessment will drive instruction
- Online math programs for support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

None Specified

**Strategy/Activity 7**

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

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

Fifth Grade Students

Strategy/Activity

Fifth Grade Staff commits to implementing the following actions within their math instruction:

- Guess and Check Strategy
- Use of logic instruction
- Diagrams
- Act out the problems
- Use of a T-Chart with math problems

- Showing work to recheck work
- Use of digital support programs (Prodigy)

**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)

None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 2: English Language Arts

Based upon the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of English-Language Arts will increase by %, and the percentage of students identified as being in the following specific groups will increase by %; English Learner, EDY, and Students with Disabilities.

### Identified Need

This need was identified by analysis of Painted Rock's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and the following specific groups; English Learner, EDY, and Students with Disabilities.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Painted Rock's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students.	Data from the Spring CAASPP English Language Arts test shows 78% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the English Language Arts portion will grow 6 percentage points, from 78% in 2019 to 84% in 2020.
<b>English Learner</b> Painted Rock's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students.	Data from the Spring CAASPP English Language Arts test show 57% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the English Language Arts portion will grow percentage points, from 57% in 2019 to 67% in 2020.
<b>EDY/Title I</b> Painted Rock's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students.	Data from the Spring CAASPP English Language Arts test shows 52% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the English Language Arts portion will grow 10 percentage points, from 52% in 2019 to 62% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Painted Rock's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students.	Data from the Spring CAASPP English Language Arts test shows 43% of all students at "Standards Met" or "Standards Exceeded".	The percentage of all students with scores of "Standards Met" or "Standards Exceeded" on the English Language Arts portion will grow 10 percentage points, from 43% in 2019 to 53% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

Students who are below proficient in the area of English Language Arts (grades 1-5). Data has shown weaknesses in specific reading skills.

### Strategy/Activity

Trained, credentialed Impact teacher will work with the combo classroom to assist with Literacy institution for 4 days a week. Two trained, credentialed Impact teachers will work with grades 1-3 to provide intervention instruction in literacy 3 days a week. Groups will be flexible and data motioning will be ongoing. Research-based software programs will be used for intervention and extension of learning. Release time for teacher to work in grade level teams and vertical teams to discuss curriculum, intervention, assessment, and pacing.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Release time for teacher to work in grade level teams and vertical teams to discuss curriculum, intervention, assessment, and pacing.
200.00	English Learners 2000-2999: Classified Personnel Salaries Provide additional push-in/pull-out support for ELL students.
300.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Instructional supplies, materials, and books to support classroom teachers, Impact teachers, and instructional aides working with students in small group or one-to-one settings.

180.00	English Learners 4000-4999: Books And Supplies Instructional supplies, materials, and books to support classroom teachers, Impact teachers, and instructional aides working with students in small group or one-to-one settings.
500.00	English Learners 6000-6999: Capital Outlay Provide additional devices to support students in having access to research-based programs that provide intervention support.

**Strategy/Activity 2**

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

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

Kindergarten and TK students

Strategy/Activity

Kindergarten and TK Staff commits to implementing the following actions within their math instruction:

- Small purposeful needs-based grouping for Literacy intervention
- Impact instruction, parent volunteers working with individual/small group
- Differentiated/modified work
- Modeling the writing process
- Phonemic Awareness and Phonics to assist students in their reading, reading fluency, and writing

**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)
	None Specified

**Strategy/Activity 3**

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

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

First Grade Students

Strategy/Activity

First Grade Staff commits to implementing the following actions within their English Language Arts instruction:

- Small purposeful needs-based grouping for Literacy intervention

- Targeted project-based learning
- Benchmark tools (organizers, ELD, Benchmark Online, etc.)
- Technology
- Teacher rotations
- Collaboration among teachers regarding instruction, assessment, etc.
- Modeling the writing process
- Phonemic Awareness and Phonics to assist students in their reading, reading fluency, and writing
- Volunteers to support small group/individual instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	None Specified

**Strategy/Activity 4**

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

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

Second Grade Students

**Strategy/Activity**

Second Grade Staff commits to implementing the following actions within their English Language Arts instruction:

- Small purposeful needs-based grouping for Literacy intervention
- Impact
- Phonemic Awareness and Phonics to assist students in their reading, reading fluency, and writing
- Modeling by the teacher
- Scaffolding/Graphic Organizers
- Review of sentence structure and basic sentence writing
- Volunteers to support small group/individual instruction
- Grammar instruction
- Targeted Feedback for writing

**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)
	None Specified

## Strategy/Activity 5

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

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

Third Grade Students

### Strategy/Activity

Third Grade Staff commits to implementing the following actions within their English Language Arts instruction:

- Use of Impact instruction to support reading and writing goals
- Utilize small group instruction, based on specific writing needs
- Provide appropriate modeling and scaffolding aligned with writing goals/instruction
- Provide opportunities for research and inquiry extensions
- Provide specific individualized feedback as needed
- Lifting a Line and RACE- (restate a question, answer a question, cite evidence, explain how evidence supports answer)

### 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)

None Specified

## Strategy/Activity 6

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

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

Fourth Grade Students

### Strategy/Activity

Fourth Grade Staff commits to implementing the following actions within their English Language Arts instruction:

- Use of graphic organizer to support thinking
- Annotating
- Journal responses
- Daily Language Review
- Lifting a Line (RACE- restate a question, answer a question, cite evidence, explain how evidence supports answer)
- Revision Process (Checklist, sentence starters)
- Google Docs
- Small purposeful needs-based grouping for Literacy intervention
- Modeling the writing process

- Rubrics

**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)

None Specified

**Strategy/Activity 7**

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

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

Fifth Grade Students

**Strategy/Activity**

Fifth Grade Staff commits to implementing the following actions within their English Language Arts instruction:

- Student will learn to organize their thinking on paper prior to performance task tests
- Use and model the district writing prompts with students
- Teach and reinforce how to cite evidence to support a claim
- Lifting a Line (RACE- restate a question, answer a question, cite evidence, explain how evidence supports answer)

**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)

None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

By June 2020, the percentage of students feeling safe at school will increase by 5% which will result in an increased in site attendance rate of 1% and a decrease in chronic absenteeism rate.

## Identified Need

This was identified by analyzing data from the CHKS survey conducted during the 2018-2019 school year and site attendance data from the 2018-2019 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the CHKS survey that will be conducted in the 2020 school year and the site attendance data.	The data from the 2019 CHKS survey shows that 85% of all students feel safe at school. For the 2018-2019 school year, attendance rate was 96.53%.	The percentage of students that feel safe at school as measured by the CHKS survey will grow by 5 percentage points from 85% to 90%. The attendance rate will grow 1 percentage point from 96.53% to 97.53%.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## 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

Counseling team to address student needs. The addressing of the students needs will be done through Tier 1 class lessons (Second Step), as well as small group or individual work (social skills lessons, regulation lessons, attendance, attention and focus lessons) conflict mediation, friend game room, mindful moment, Peace Patrol and staff development.

**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)
0.00	Educationally Disadvantaged Youth
0.00	English Learners

**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**

Utilization of the Character Counts Program:

- Monthly classroom lessons by Character Counts Group
- Classroom lessons by the teacher focused on Character Counts
- Monthly focus of each pillar (Citizenship, Caring, Trustworthiness, Respect, Fairness, and Responsibility)
- Character Counts cards given out regularly to students for following the pillars
- Utilization of High School Ambassadors to strengthen the learning around the 6 pillars
- Monthly Panther Pride Assemblies

**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)
	None Specified

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$7,360.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$5,600.00
English Learners	\$1,760.00

Subtotal of state or local funds included for this school: \$7,360.00

Total of federal, state, and/or local funds for this school: \$7,360.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	5,600.00
English Learners	1,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	400.00
4000-4999: Books And Supplies	960.00
6000-6999: Capital Outlay	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	5,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	600.00
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	400.00
4000-4999: Books And Supplies	English Learners	360.00
6000-6999: Capital Outlay	English Learners	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,680.00
Goal 2	3,680.00
Goal 3	0.00

# School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Andrew Gergurich	Principal	10/22/2019	
Tori Popovich	Classroom Teacher	10/22/2019	
Kris Thresher	Classroom Teacher	10/22/2019	
Kathy Poulin	Classroom Teacher	10/22/2019	
Roberta Markey	Other School Staff	10/22/2019	
Stephanie Dunnick	Parent or Community	10/22/2019	
Danielle Stiritz	Parent or Community	10/22/2019	
Susan Vaz	Parent or Community	10/22/2019	
Nichole Jones	Parent or Community	10/22/2019	
Brian Olson	Parent or Community	10/22/2019	

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:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
	October 1, 2019	English Learner Advisory Committee
	September 30, 2019	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/22/2019.

Attested:

Principal, Andrew Gergurich on 10/22/2019

# 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.

# 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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