

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
Shoal Creek Elementary School	37682966114854	October 23, 2019	November 14, 2019

School Vision and Mission

At Shoal Creek elementary we strive to provide each "Otter" a safe learning environment that will empower and motivate him or her to achieve or move beyond proficiency. Shoal Creek Otters will be engaged, lifelong learners who demonstrate respect and resilience in all areas of life.

- Engage students in Individual goal setting and action plans, to create ownership in their learning.
- Student participation in selecting learning topics of interest and input in school wide events ex. spirit days, community service projects, etc.

School Profile

Shoal Creek Elementary School, built in 1998, serves 450 students from Transitional kindergarten through fifth grade, from a rich diversity of cultural, ethnic and linguistic backgrounds. The pristine campus is located on top of a commanding bluff in the residential community of Carmel Mountain Ranch. Shoal Creek attained the distinction of being identified as a California Distinguished School in 2002. The expertise of the staff, the dedication of the parents and the enthusiasm of the students have formed a professional learning community where all partners collaborate together toward the common goal of doing what is best for children and their learning. The community spirit is embodied in our vision statement that proclaims, "You are entering a community where learning is the focus, creativity is encouraged, each individual is valued and success is ensured."

The highly trained staff of 25 teachers and 32 support personnel is dedicated to providing a challenging and quality program that balances basic skills acquisition with critical thinking strategies for real-life application.

Special programs are provided for the GATE (Gifted and Talented Education), ELL (English Language Learners), and Special Education (resource, special day, and speech and language) students. An after-school day care program (ESS) is available for students, which provides

supervised homework time as well as the opportunity for recreation. We offer a parent participation preschool as well.

Volunteers play a vital role in the success of our program. They assist students and teachers by working in the classroom with students and preparing materials for teachers. The Parent-Teacher Association (PTA) and Educational Foundation are very active sponsoring activities that support our students' education, our families and the purchases of materials and services for the school.

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

Each year Shoal Creek conducts a Needs Assessment to help determine plans for the next school year. This information is also discussed at School Site Council meetings to ensure all stakeholder voices are heard. Our Needs Assessment plan includes the following:

- reviewing a variety of data (e.g. CAASPP, Common Assessments, California Healthy Kids (CHKS), other parent and/or student surveys, Thrively, ThoughtExchange, Attendance, Discipline)
- analyzing data to determine if programs are effective and meeting student needs (e.g. Intervention groups and programs, Accelerated Reader, Counseling groups, MAP data)
- determining if programs need to be eliminated, revised and/or added
- determining cost of programs and prioritizing needs as budgets for EDY, and EL

Our School Site Council meeting in October, November to review our achievement, and give input to our SPSA. They also help create our Site Safety Plan and review all safety procedures. Once the plans has been updated they approve them in November, prior to sending the SPSA to the Board of Trustees. The SSC meets again in the spring (April or May) to help give input on how we should utilize our funds and plan ahead for the next school year.

We understand the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget. Parents are encouraged to be a part of our site planning in the following ways:

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- completing other parent surveys (site one conducted in Spring 2018)
- attending Back to School night in August/September
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent events and Family Nights (e.g. meetings focusing on areas such as technology, social media safety, math)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

Parents are made aware of these opportunities through weekly call-out/emails, Monthly Shoal Creek newsletters, site website, and classroom newsletters.

All students completed a site student survey in Spring 2019. Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year, and any changes are voted on and approved by School Site Council members. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

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	0.2%	0.18%	%	1	1	
African American	2.7%	1.95%	1.14%	16	11	6
Asian	21.1%	23.05%	25.62%	124	130	135
Filipino	4.2%	4.26%	4.36%	25	24	23
Hispanic/Latino	16.0%	14.89%	11.76%	94	84	62
Pacific Islander	0.7%	%	%	4		
White	43.3%	42.73%	42.5%	255	241	224
Multiple/No Response	1.7%	1.77%	1.9%	10	10	10
Total Enrollment				589	564	527

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	123	115	103
Grade 1	83	96	86
Grade 2	96	78	90
Grade3	92	94	75
Grade 4	91	92	89
Grade 5	104	89	84
Total Enrollment	589	564	527

Conclusions based on this data:

1. Our school enroll has decreased from 589 students in 2016-17 to 527 students in 2019-20.
2. The demographics of our school has remained consistent over the years.

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	77	68	62	13.1%	12.1%	11.8%
Fluent English Proficient (FEP)	90	89	85	15.3%	15.8%	16.1%
Reclassified Fluent English Proficient (RFEP)	15	15	4	16.5%	19.5%	5.9%

Conclusions based on this data:

1. We had fewer students reclassified (RFEP) in 2018-19, while our Fluent English Proficient numbers remained consistent.
2. The number of ELL students has decreased from 77 students in 2016-17 to 62 students in 2018-19.

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	95	93	77	91	90	73	91	90	73	95.8	96.8	94.8
Grade 4	93	93	87	92	91	83	92	91	83	98.9	97.8	95.4
Grade 5	105	91	84	100	90	83	100	90	83	95.2	98.9	98.8
All	293	277	248	283	271	239	283	271	239	96.6	97.8	96.4

* 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	2455.	2453.	2486.	36.26	37.78	50.68	28.57	31.11	27.40	23.08	14.44	13.70	12.09	16.67	8.22
Grade 4	2504.	2509.	2501.	38.04	47.25	42.17	33.70	21.98	27.71	15.22	15.38	16.87	13.04	15.38	13.25
Grade 5	2555.	2530.	2539.	42.00	36.67	38.55	31.00	31.11	31.33	16.00	13.33	16.87	11.00	18.89	13.25
All Grades	N/A	N/A	N/A	38.87	40.59	43.51	31.10	28.04	28.87	18.02	14.39	15.90	12.01	16.97	11.72

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	38.46	35.56	53.42	43.96	50.00	36.99	17.58	14.44	9.59	
Grade 4	39.13	42.86	40.96	50.00	43.96	42.17	10.87	13.19	16.87	
Grade 5	47.00	36.67	48.19	39.00	44.44	37.35	14.00	18.89	14.46	
All Grades	41.70	38.38	47.28	44.17	46.13	38.91	14.13	15.50	13.81	

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	38.46	32.22	42.47	47.25	47.78	47.95	14.29	20.00	9.59
Grade 4	40.22	38.46	34.94	44.57	45.05	48.19	15.22	16.48	16.87
Grade 5	50.00	44.44	31.33	41.00	37.78	54.22	9.00	17.78	14.46
All Grades	43.11	38.38	35.98	44.17	43.54	50.21	12.72	18.08	13.81

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	25.27	31.11	39.73	63.74	58.89	53.42	10.99	10.00	6.85
Grade 4	30.43	31.87	25.30	57.61	59.34	65.06	11.96	8.79	9.64
Grade 5	35.00	27.78	31.33	56.00	54.44	54.22	9.00	17.78	14.46
All Grades	30.39	30.26	31.80	59.01	57.56	57.74	10.60	12.18	10.46

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	29.67	37.78	45.21	61.54	46.67	41.10	8.79	15.56	13.70
Grade 4	35.87	47.25	32.53	48.91	38.46	53.01	15.22	14.29	14.46
Grade 5	44.00	41.11	37.35	41.00	41.11	46.99	15.00	17.78	15.66
All Grades	36.75	42.07	38.08	50.18	42.07	47.28	13.07	15.87	14.64

Conclusions based on this data:

1. Percentage of students to have exceeded standards increased from 38% to 43% from 16-17 to 18-19.
2. 3rd grade increased from 38% to 53% exceeding standards from 16-17 to 18-19.
3. All students increased in ELA by 3.75% in 2018-19.

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	95	93	77	91	90	74	91	90	74	95.8	96.8	96.1
Grade 4	93	93	87	92	92	83	92	92	83	98.9	98.9	95.4
Grade 5	105	91	84	100	90	83	100	90	83	95.2	98.9	98.8
All	293	277	248	283	272	240	283	272	240	96.6	98.2	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 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	2451.	2451.	2485.	25.27	22.22	48.65	35.16	53.33	29.73	27.47	8.89	14.86	12.09	15.56	6.76
Grade 4	2506.	2526.	2514.	36.96	52.17	39.76	26.09	23.91	34.94	26.09	13.04	14.46	10.87	10.87	10.84
Grade 5	2524.	2532.	2560.	26.00	43.33	55.42	26.00	14.44	12.05	30.00	20.00	18.07	18.00	22.22	14.46
All Grades	N/A	N/A	N/A	29.33	39.34	47.92	28.98	30.51	25.42	27.92	13.97	15.83	13.78	16.18	10.83

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		37.36	42.22	62.16	45.05	38.89	27.03	17.58	18.89	10.81
Grade 4		50.00	69.57	56.63	31.52	13.04	26.51	18.48	17.39	16.87
Grade 5		29.00	43.33	59.04	41.00	27.78	19.28	30.00	28.89	21.69
All Grades		38.52	51.84	59.17	39.22	26.47	24.17	22.26	21.69	16.67

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		40.66	46.67	52.70	42.86	37.78	36.49	16.48	15.56	10.81
Grade 4		36.96	44.57	37.35	45.65	41.30	46.99	17.39	14.13	15.66
Grade 5		33.00	40.00	45.78	46.00	34.44	34.94	21.00	25.56	19.28
All Grades		36.75	43.75	45.00	44.88	37.87	39.58	18.37	18.38	15.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.87	41.11	43.24	52.75	43.33	44.59	15.38	15.56	12.16
Grade 4	34.78	52.17	42.17	46.74	33.70	42.17	18.48	14.13	15.66
Grade 5	29.00	32.22	48.19	48.00	43.33	33.73	23.00	24.44	18.07
All Grades	31.80	41.91	44.58	49.12	40.07	40.00	19.08	18.01	15.42

Conclusions based on this data:

1. All students increased in math by 3.48% on the Smarter Balanced Assessment.
2. All Students exceeding standards increased from 38% to 59% in math.

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	1543.3		1527.5		1558.3		13	
Grade 2	*		*		*		*	
Grade 3	1525.6		1529.7		1520.7		18	
Grade 4	1501.7		1490.5		1512.5		11	
Grade 5	*		*		*		*	
All Grades							62	

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
1	84.62	*	*	*					13	*
3	*	*	*		*	*	*	*	18	*
4	*	*	*	*	*	*	*	*	11	12
All Grades	64.52		20.97		*		*		62	

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
1	*	*	*	*	*	*			13	*
2	*	*	*	*		*			*	13
3	61.11	*	*	*	*		*		18	*
4	*	*	*	*	*		*	*	11	12
All Grades	66.13		19.35		*		*		62	

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
1	84.62	*	*	*					13	*
3	*	*	*	*	*	*	*	*	18	*
4	*	*	*	*	*	*	*	*	11	12
All Grades	56.45		20.97		*		*		62	

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	
1	100.00	*		*			13	*	
3	*	*	*	*	*		18	*	
4	*	*	*	*	*	*	11	12	
All Grades	67.74		22.58		*		62		

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	
3	72.22	*	*	*	*		18	*	
4	*	*	*	*	*	*	11	12	
All Grades	74.19		17.74		*		62		

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	
1	100.00	*		*			13	*	
3	*	*	*	*	*	*	18	*	
4	*	*	*	*	*	*	11	12	
All Grades	61.29		25.81		*		62		

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
3	*	*	*	*	*	*	18	*
4	*	*	*	*	*	*	11	12
All Grades	58.06		37.10		*		62	

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

Conclusions based on this data:

1. 84% of EL students are currently at level 3 or 4.
2. In the Writing domain 58% of students are well developed.

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	18	14	*	0	0	*	0.0	0.0	*
American Indian or Alaskan	*	*		1	1		*	*	
Asian	131	131	135	6	12	8	4.6	9.2	6
Filipino	29	25	20	1	1	1	3.4	4.0	4
Hispanic or Latino	99	86	63	10	7	9	10.1	8.2	13
Did not Report	*	*	*	1	1	*	*	*	*
Pacific Islander	*			1			*		
Two or More Races	65	69	72	3	2	3	4.6	2.9	4
White	272	247	228	15	20	6	5.5	8.2	3
Male	351	321		22	19		6.3	6.0	
Female	278	261		15	23		5.4	8.8	
English Learners	84	69	63	6	8	3	7.1	11.6	7
Students with Disabilities	117	107		7	6	2	6.0	5.7	2
Socioeconomically	64	73	57	8	8	6	12.5	11.4	8
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	134	121		14	17		10.4	14.2	
Grades 1-3	287	275		11	18		3.8	6.6	
Grades 4-6	208	186		12	7		5.8	3.8	
Grades 7-8									
Grades K-8	629	582		37	42		5.9	7.3	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	629	582	534	37	42	29	5.9	7.3	5

Conclusions based on this data:

1. In 2018-19 our Chronic Absenteeism rate decreased by 2%.
2. We have a higher rate of absenteeism in grades 1-3 than in grades 4-5.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.7	0.7

Conclusions based on this data:

1. Our suspension rate had little change from 2017-18 to 2018-19 at 0.7%.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Shoal Creek 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?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based on 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 from 73% to 77%. (+4%). The percentage of students identified as English Learners at "Standard Met" or "Standard Exceeded" will increase by 10%. Students identified as Economically Disadvantaged and Students with disabilities will increase by 5% and students identified as Hispanic or Latino will increase by 4% at "Standard Met" or "Standard Exceeded".

Identified Need

Our team identified these needs by reviewing Shoal Creek's data from the CAASPP for all students and comparing our data to the district average performance for each the subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Math data from 2020 California Assessment of Student Performance and Progress (CAASPP) for all students.	Data from the 2019 CAASPP Math test shows 73.3% of all students Met or Exceeded standards.	The percentage of all students who Meet and Exceed standards will increase by 5 points to 78%.
English Learner Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the 2019 CAASPP Math test shows 40% EL students Met or Exceeded Standards.	The percentage of English Learner students who Meet and Exceed standards will increase by 10 points to 50%.
EDY/Title I Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Economically Disadvantaged.	Data from the 2019 CAASPP Math test shows 37% of EDY students Met or Exceeded standards.	The percentage of Economically disadvantaged students who Meet and Exceed standards will increase by 5 points to 42%.
Student with Disabilities Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Students with Disabilities.	Data from the 2019 CAASPP Math test shows 39% of Students with disabilities Met or Exceeded standards.	The percentage of Students with Disabilities who Meet and Exceed standards will increase by 5 points to 44%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Hispanic or Latino.	Data from the 2019 CAASPP Math test shows 46% of Hispanic or Latino Met or Exceeded standards.	The percentage of Hispanic or Latino students who Meet and Exceed standards will increase by 4 points to 50%.

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 who are not proficient in Math in grades 1-5.

Strategy/Activity

All grade levels will use small group instruction to target specific skills or areas of concern. Individual and Small group instruction via push-in or pullout by an instructional assistant, volunteers, or Impact teacher.

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)
500	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
560	English Learners 2000-2999: Classified Personnel Salaries
	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Economically Disadvantaged student and students who are not proficient in math in grades 2-5.

Strategy/Activity

After school tutoring/homework club to support students in grades 2-5 to receive help with math classwork. Access to online math programs during school hours Khan Academy, Xtra Math and Freckle.

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)

750.00

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students grades K-5.

Strategy/Activity

All students will have access to online programs to differentiate learning and build skills at their individual levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600.00

Source(s)

English Learners
None Specified
Funds for on-line programs for remediation.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK & K: We are going to make sure students have a hands-on activity to go along with the math curriculum either as a "when you finish" activity or as a center rotation during center/activity times.

Strategy/Activity

1st: As a team we will implement the Math Expressions curriculum with fidelity and supplement with games and math tasks to both challenge and reinforce math strategies.

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)

2nd: We're going to focus on the domain strands to identify our highest and lowest areas in each class and create supplementary differentiated assignments for students. We will also utilize the SBAC Prep booklets.

Strategy/Activity

3rd: Our plan is to implement the interim assessment testing for CAASPP much earlier in the school year and with increased frequency.

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)

4th: We will continue to supplement the Houghton Mifflin program with basic skill practice, problem solving, Excel math and Khan academy. We will also use SBAC prep booklets and the online SBAC interim assessments.

Strategy/Activity

5th: We will focus on concepts and procedures with this year's fifth grade class. We have added a more intensive and structured daily morning warm up assignments. We continue to teach the Expressions Math and SBAC Practice materials with rigor in our classrooms.

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)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Based on 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 from 72% to 76%. (+4%). The percentage of students identified as English Learners at "Standard Met" or "Standard Exceeded" will increase by 23%. Students identified as Economically Disadvantaged will increase by 7%, Students with disabilities will increase by 4% and students identified as Hispanic or Latino will increase by 3%.

Identified Need

This area of need was identified using reviewing Shoal Creek's CAASPP report for English Language Arts for all students, as well as the subgroups of Economically Disadvantaged, Students with Disabilities, English Learners and Hispanic or Latino.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2020 CAASPP English Language Arts data for all students.	2019 CAASPP English Language Arts data for all students shows 72% Met and Exceeded standards.	The percentage of all students who met or exceeded standards will increase from 72% to 76% in ELA on the 2020 CAASPP.
English Learner 2020 CAASPP English Language Arts data for English Learners.	2019 CAASPP English Language Arts data for English Learners showed a major drop of 35% from 42% to 7%.	The percentage of English Learners who met or exceeded standards will increase from 7% to 30% on the 2020 CAASPP.
EDY/Title I 2020 CAASPP English Language Arts data for Economically Disadvantaged students.	2019 CAASPP English Language Arts data for Economically Disadvantaged students showed a decrease of 7% from 39% to 32%.	The percentage of Economically Disadvantaged students will increase by 7% from 32% to 39% on the 2020 CAASPP.
Student with Disabilities 2020 CAASPP English Language Arts data for Students with Disabilities students.	2019 CAASPP English Language Arts data for Students with Disabilities showed an increase of 2%.	The percentage of Students with Disabilities will increase by 4%, from 32% to 36% on the 2020 CAASPP.

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 or not meeting standards in English Language Arts in grades K-5.

Strategy/Activity

Two Impact teachers will use research-based programs such as Benchmark Intervention, Phonics for Reading, Read Naturally, SIPPS and other curriculum for targeted instruction for the identified students 4 days a week (October through April/May).

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)

2030.00

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

2000.00

English Learners
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades K-5 who require extra support with reading fluency or completing English Language Arts Assignments.

Strategy/Activity

Dedicated reading time each day and small group instruction time for students who are not proficient in ELA (all grade levels). After school homework/tutoring club for selected students.

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)

500.00

Source(s)

English Learners
1000-1999: Certificated Personnel Salaries
Funds pay staff for after school tutoring for EL students.

1300.00

English Learners
None Specified

Funds pay chrome books and online programs and software for remediation and enrichment for EL students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students TK-5.

Strategy/Activity

All students will have access to Chromebooks and online programs such as Raz kids, Tumble books, Khan Academy, etc. to differentiate learning, increase reading fluency and comprehension skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

K We are going to be looking at growth this year to account for all readers and not leave those above the 3-4 out of our goals. We will be using Benchmark with even more fidelity this year. We need to begin our small group reading groups sooner than January, though we may not begin sending readers home until January.

Strategy/Activity

1st: As a team we will implement the Math Expressions curriculum with fidelity and supplement with games and math tasks to both challenge and reinforce math strategies.

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)

2nd: We're going to focus on the domain strands to identify our highest and lowest areas in each class and create supplementary differentiated assignments for students. We will also utilize the SBAC Prep booklets.

Strategy/Activity

3rd: Our improvement strategies are to use Benchmark Universe to meet all the standards. This will include reading, language, writing curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

4th: This year we will continue to use the Scholastic magazines, but with the addition of Benchmark we have even more tools to increase student scores. We will also use MAPS reading to assess students' progress.

Strategy/Activity

5th: Continue using Benchmark to increase the students knowledge of making inferences, identifying key details and main ideas, and use and application of figurative language.

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)

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 who feel they have meaningful participation at school will increase from 37% to 45%. The chronic absenteeism rate will continue to decline and drop from 5% to 4%.

Identified Need

This was identified by reviewing the School Climate Report Card (18-19) and California Healthy Kids Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide The data from the 2020 School Climate Report Card and the school's own survey in the spring will be used to measure this outcome.	2018-19 SARC showed "Meaningful Participation" is 37%. Chronic absenteeism is 5%.	Meaningful participation will increase by 8% and the chronic absenteeism rate will decrease to 4%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Teachers and PTA will include activities that allow for student choice and participation in making some decisions about activities (such as spirit days, community service, etc.) and learning topics.

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	Educationally Disadvantaged Youth
0	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

The Counselor and Student Services Assistant will do class lessons, run small groups, do conflict mediation and run a play room to give support to students to help them feel safe at school. Other strategies and activities include:

- Implement No Place for Hate activities. The goal of these activities is to continue to find ways of building a more inclusive and respectful campus and to empower students to take a stand against hate and bullying.
- Fall activity: "One School, One Book" since the K-5th grades will read the same book, The Day You Begin during library time. The goal of the activity is to open up a class and school-wide discussion around diversity, tolerance and acceptance. After reading the book, teachers will guide our students in discussion, introduce new vocabulary, and engage them in an activity where they can demonstrate their learning. This activity will help to open up a class and school wide discussion around diversity, tolerance and acceptance.
- Winter Activity: With the help of our Otter Outreach student group Shoal Creek will participate in the National "Kindness Week". Activities that promote and encourage kindness will occur all throughout the week. These may include chalk art, kindness messages, and completion of a "Kindness Checklist". In addition, students will perform a Character Counts Skit on the Otter Outreach video announcements spreading the message of empathy, respect and acceptance.
- Spring Activity: With the help of our PTA, we will create a "Peace Path" on the playground. This would be a visual aid to help students problem solve conflicts peacefully. Students who are having a conflict will be encouraged to use this visual aid to help mediate the problem solving steps on their own. The language is based on what we teach students during our Second Step Character Education lessons
- Beginning of school year and mid-school year assembly program led by the principal to discuss school rules, Character Counts! initiatives, creating a culture of acceptance and kindness
- Creation of "Otter Outreach" service group for students and families
- Creation of community service activities - student leaders lead activities to help model and promote the Character Traits, Recycling and ways to give back to our community.
- Red Ribbon Week activities planned to promote living a safe and drug free life. Coordination with PTA, community members and Law Enforcement to create activities and presentations supporting Red Ribbon week.
- Too Good for Drugs curriculum taught by teachers and student services assistant

- Digital literacy and Second Step lessons led by principal and staff, including counselor and student services assistant
- Library of appropriate books and literature to support principal and staff in presenting sessions on keeping our school bully free
- School wide assemblies on the topics of bullying prevention and bucket filling to promote a safe and nurturing learning environment.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Give a student this survey at the end of each year to 4th and 5th grade students regarding meaning participation:

- Are you given a chance to help decide school activities or rules?
- Do the teachers and other grown-ups at school ask you about your ideas?
- Do the teachers and other grown-ups give you a chance to solve school problems?
- Do you get to do interesting activities at school?
- Are you given a chance to help decide class activities or rules?
- Do your teachers ask you what you want to learn about?
- Do you do things to be helpful at school?

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)

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	\$8,240.00

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 (\$)
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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 (\$)
	\$0.00
Educationally Disadvantaged Youth	\$3,280.00
English Learners	\$4,960.00

Subtotal of state or local funds included for this school: \$8,240.00

Total of federal, state, and/or local funds for this school: \$8,240.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	3,280.00
English Learners	4,960.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,780.00
2000-2999: Classified Personnel Salaries	560.00
None Specified	1,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	3,280.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	2,500.00
2000-2999: Classified Personnel Salaries	English Learners	560.00
None Specified	English Learners	1,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,410.00
Goal 2	5,830.00
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

Name of Members	Role	Date	Signature
Christy Attebury	Parent or Community		
Gwen Leslie	Parent or Community		
Michelle Zeidler	Parent or Community		
Kelly Kirk	Parent or Community		
Art Villanueva	Parent or Community		
Kathryn Brown	Classroom Teacher		
Kelly Du	Classroom Teacher		
Nancy Burton	Classroom Teacher		
Marcelle Ouellet	Other School Staff		
Mark Atkins	Principal		

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
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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 10/23/19.

Attested:

Principal, Mark Atkins on

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.

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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