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
Franklin Elementary School	19-64980-6022552	12/04/2020	

Purpose and Description

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

We do not receive Title I funding.

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

SMMUSD's plan of Excellence through Equity is Franklin Elementary School's guide to maintaining our status as a school of excellence in every capacity. Especially during these unprecedented times in education, we strive to be a school of excellence where students, parents, and all faculty and staff feel safe and engaged on a daily basis. Whether teaching and learning are in-person or remote, we strive for excellence through a rigorous academic and social-emotional curriculum with high expectations, individualized supports and interventions, engaging and exciting extra-curricular activities, and a warm campus environment that is inclusive, welcoming, and that celebrates differences. We believe all students can learn and have a right to a free education that is culturally relevant and highly motivating.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are sent out by the District office and our school site. This survey provides the district information about programming, parent involvement, and satisfaction. During the school year, teachers are surveyed about professional development as well as school business two to three times per year. Students in grades 3-5 anonymously complete the Olweus Survey and 5th grade students complete the Healthly Kids Survey. These surveys are given one time per year and questions are focused around school climate and bullying. Parents will be surveyed after each community event or community education opportunity in order to validate the effectiveness of the event.

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

During school closures, administrators continue to regularly observe classroom teachers virtually utilizing the zoom platform. Teacher evaluations are conducted every five years using the following cycle: year 1 (evaluation via observation), year 2 (off), year 3 (choice of professional growth plan or evaluation via observation), year 4 (second year of professional growth), and year 5 (off). Again, during year 3, teachers have the option of being evaluated or completing a professional growth plan. In previous years during in-person learning, SMMUSD Elementary School Principals conducted a walk through once this year at every elementary site. The School Board, along with members of the district's Senior Cabinet, walked through on one occasion as well. Findings showed all teachers using Thinking Maps and all engaging in some Cognitively Guided Instruction (CGI) math practices. Our kindergarten and first grade classrooms using Write From the Beginning (WFTB). Second grade teachers using Writer's Workshop for writing and some incorporating WFTB. Third and fourth grade teachers using WFTB. Fifth grade beginning to use WFTB with two teachers also using Writer's Workshop. Teachers using math pacing guides, which are created by SMMUSD teachers, across grade levels and collaboratively plan lessons that are visible in the classrooms and through work displayed. Teachers continue to focus on using wait time and productive struggle in math which is evident even during virtual observations. The plan is to resume these focused and targeted classroom observations upon the reopening of schools.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our Site Leadership Team (SLT), based on faculty and staff input, continues to focus on the same goal areas as last year, however, due to school closures as a result of the COVID-19 pandemic, we will be focusing more on social-emotional learning and development. Our first goal is to utilize social emotional learning to develop and maintain connectivity and positiveness towards school during distance learning. While recognizing that the social-emotional well-being of our students is at the core of our teaching and learning during these challenging times, we will still continue working on building on writing and math skills targeted last school year. Our previous School Site Plan focused on communicating through structured and elaborated writing. This was based on reviewing writing samples. As teachers continue to assess student writing samples remotely, the staff believes it is necessary to review skills previously taught while moving through the current curriculum. Writing has been an ongoing focus for Franklin Staff. Faculty and staff will continue to keep a close eye on students with special needs and students who are English Language Learners. The use of academic language, requiring multiple explanations for answers, and making sure students know why they are learning what they are learning are a few ways faculty will meet the above goals. Students who are English Language Learners continue to require more support in this area based on Fastbridge and interim assessment data. Tier III interventions are provided before school for those who opt in as well as during the school day with an English Language Interventionist and trained instructional aides. Teachers also provide Tier II and III support within the classroom both using integrated and designated ELD instruction.

The staff and faculty believe that in mathematics, students continue to have the most difficulty with unpacking problems. Though there has been progress in mathematics over the years, there is still room for growth. As a result, our SLT will also continue focusing on incorporating Cognitively Guided Instructional (CGI) techniques into our math repertoire.

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or level, or students may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs. Teachers work collaboratively through and across grade levels to ensure students are receiving consistent and equitable access to education in all classrooms.

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

Fastbridge is used to monitor student progress as is the Fountas and Pinnell assessment for grades K-5. Prior to school closures, we used data from different writing assessments to gauge growth and the assessments that are kept in a portfolio which is maintained year to year. Our plan is to return to this process as soon as schools are reopened. Our district continues to use Interim Assessment Blocks (IAB) is Math and ELA to determine how 3rd - 5th grade students are performing collectively. At the site level, we use our IAB data to guide instruction while also gauging how teaching and learning are progressing through the curriculum pacing guide. We continue to use computerized STAR assessments to assess reading and math. Chapter tests and other classroom math assessments are administered at each grade level and data is shared within grade level Professional Learning Communities (PLCs).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

To be considered "highly qualified" under the Elementary & Secondary Education Act (ESEA), a teacher of core academic content must possess: A bachelor's degree, a teaching or intern credential, and demonstrate core academic subject matter competence. We are meeting this requirement.

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

All teachers and students have access to SBE-adopted instructional materials. Teachers take part in District provided professional development, access to Thinking Maps training on-line, as well as professional development provided by fellow teachers and administrators weekly during banked time. Last school year, 11 teachers attended the National CGI conference, 4 teachers attended Reader's Workshop Training, 6 teachers attended Thinking Maps training, and 3 teachers were trained as trainers in WFTB. Since school closures, our teachers have taken advantage of a number of remote training opportunities to increase their digital capacity, enhance their ability to engage and teach remotely, and improve the overall distance learning experience.

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

Teachers on the Professional Development Leadership Team develop and deliver professional development based on needs determined through surveys and data review. Training by the Literacy Coaches in Depth and Complexity in the classroom, grade level meetings around pacing guides, coaching regarding Tier II and Tier III instruction, and math coaching from our math coaches will take place during the year.

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

In-services from our 2 math leaders and 1 literacy coach are on-going. Our School Psychologist and Specialized Academic Instruction (Special Education) teachers help provide input and assistance with students with special needs. Administrators do virtual observations regularly and provide input and assistance with instructional strategies and content.

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

All grade levels meet in their grade level groups several times per month; however, they often meet during their lunch times or prep times to share content, collaborate, and review assessments. Fourth and fifth grade teachers meet at least one time per week during their music class (30 minutes). There are times when cross articulation (i.e. 1st grade and 2nd grade together) occur. During our full staff meetings, cross articulation occurs on a quarterly basis (grades K & 1, 1 & 2, 2 & 3, 3 & 4, 4 & 5). There are paraprofessional meetings and trainings as well.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned California Reading Language Arts/English Language Development (RLA/ELD), Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

Tier III intervention is provided. Schedules are flexible so teachers can intervene with students who require assistance.

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

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study, Write From the Beginning teacher's guides. Computer-based programs such as Lexia, Accelerated Reader and Math, and Success Maker Reading and Math are available to all students.

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

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study, Thinking Maps and Write From the Beginning teacher's guides. Lexia, Accelerated Reader and Math, and Success Maker Reading and Math, which are all academic computerized programs, are available to all students. The programs give students independently leveled practice in basic reading and math skills.

Opportunity and Equal Educational Access

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

Students who are underperforming are supported through Tier II and Tier III supports, including small group instruction, re-teaching of concepts to whole class, small group pull out for interventions, before school reading and writing instruction, and work with the English Language Interventionist in small groups.

Evidence-based educational practices to raise student achievement

Tier III small group instruction in reading is done using the Systematic Instruction in Phonological Awareness, Phonics, & Sight Words (SIPPS) program and Leveled Literacy in ELA. Computer-based programs such as Lexia, Success Maker Math and Reading, IXL and Khan Academy are used to assist students.

Parental Engagement

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

Parent education is provided several times a year. Topics include how to help students emotionally and academically both inside and outside of the classroom. Parent-teacher conferences provide parents with information regarding their child's progress in order to assist their children. Parents are invited and play an integral role if their child requires a Student Success Team (SST) meeting, 504 Plan, or Individualized Education Plan (Plan). These meetings are held to develop a plan that includes goals, strategies, supports, and resources to ensure the student's overall school success.

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

Parents are part of the PTA and School Site Council. Teachers are surveyed yearly about how to allocate funds as well which is shared with the community at large. These parties collectively review, help develop, and vote on our budget and funding allocations. Our site's English Language Advisory Committee (ELAC) members matriculated at the end of last school year. Our team is diligently working to re-establish membership as this committee plays a vital role in assisting with planning and providing feedback regarding programs and interventions for our English Learners.

Funding

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

Tier III intervention provided by the Literacy Coaches overseeing paraprofessionals using the Leveled Literacy Program and SIPPS programs. Materials and professional development is provided to teachers to assist with students who are underperforming. Further counseling services are available.

Fiscal support (EPC)

Our school is receiving additional fiscal support from the Stretch Grant provided by the Santa Monica Education Foundation (SMEF) and through our school's Parent Teacher Association (PTA). These funding sources provide our campus with additional Instructional Assistants, Health Office Specialist, our STAR Science lab and staff, as well as classroom and school supplies.

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

Our site's English Language Advisory Committee (ELAC) members matriculated at the end of last school year. Our team is diligently working to re-establish membership as this committee plays a vital role in assisting with planning and providing feedback regarding our SPSA as well as programs and interventions for our English Learners. The School Site Council has been completely invested in the daily functions and progress of our school. Council and committee members are actively engaged in reviewing our data, reviewing our budget, and suggesting goals to ensure our school's success. Our School Site Council will meet eight times throughout this school year and thus far, our administration team, bilingual liaison, and a couple of interested parents have met on 3 occasions (9/25/20, 10/1/20, and 11/20/20) with the goal of establishing our ELAC membership. School closure due to the current pandemic has made it more difficult for many of our parents to actively participate in ELAC so far this year.

On 11/4/2019, the proposed goals and budget were developed with the School Site Council. Additional meetings were scheduled for the Spring of 2020, however, they were cancelled due to the current pandemic. Data regarding last year's goals have yet to be shared with both groups as our

School Site Council and PTA have focused on supporting the school with implementing a successful Distance Learning Plan (which began in 3/2020 and continues presently).

Resource Inequities

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

No resource inequities were identified at this time. The PTA did suggest using PTA funds to provide a library of books that highlight diversity. Money was allocated toward this. The PTA also provided extra funding to support the special education rooms.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.13%	0.14%	1	1	1
African American	3.45%	2.69%	3.16%	27	20	23
Asian	12.53%	11.56%	12.38%	98	86	90
Filipino	0.38%	0.54%	0.69%	3	4	5
Hispanic/Latino	9.85%	9.27%	8.67%	77	69	63
Pacific Islander	%	%	0%			0
White	67.39%	68.01%	67.81%	527	506	493
Multiple/No Response	0.26%	0.4%	6.6%	2	3	4
			Total Enrollment	782	744	727

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	114	120	114
Grade 1	100	115	123
Grade 2	140	104	115
Grade3	133	135	106
Grade 4	149	130	137
Grade 5	146	140	132
Total Enrollment	782	744	727

Conclusions based on this data:

1. Our school enrollment has decreased consistently over the past 3 academic years due to families moving out of the Santa Monica area.

2. The number of students decreased from grade 1 to grade 2 the last two years.

3. Our non-White student population have maintained a consistent level of about 30% collectively over the last 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	45	34	40	5.8%	4.6%	5.5%
Fluent English Proficient (FEP)	86	81	69	11.0%	10.9%	9.5%
Reclassified Fluent English Proficient (RFEP)	4	4	1	9.8%	8.9%	2.9%

Conclusions based on this data:

1. There was a decrease in the number of English Learners from 17-18 to 18-19 then a slight increase in 19-20. Conclusions cannot be drawn to support this data.

2. The number of RFEP students in 19-20 decreased. This data must be reviewed as school information shows a total of 3 students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	148	129	135	142	125	134	142	125	134	95.9	96.9	99.3
Grade 4	150	149	129	146	146	127	146	146	127	97.3	98	98.4
Grade 5	132	147	139	132	144	137	132	144	137	100	98	98.6
All Grades	430	425	403	420	415	398	420	415	398	97.7	97.6	98.8

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2525.	2516.	2535.	69.01	66.40	76.87	21.13	18.40	13.43	4.93	11.20	5.97	4.93	4.00	3.73
Grade 4	2555.	2580.	2579.	68.49	80.82	75.59	14.38	10.96	11.02	9.59	4.79	12.60	7.53	3.42	0.79
Grade 5	2615.	2596.	2625.	71.97	62.50	77.37	21.21	22.92	15.33	3.79	6.25	5.11	3.03	8.33	2.19
All Grades	N/A	N/A	N/A	69.76	70.12	76.63	18.81	17.35	13.32	6.19	7.23	7.79	5.24	5.30	2.26

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	67.61	60.80	74.63	28.17	34.40	23.88	4.23	4.80	1.49
Grade 4	63.01	71.92	70.87	30.82	24.66	24.41	6.16	3.42	4.72
Grade 5	68.94	59.03	75.91	26.52	31.94	19.71	4.55	9.03	4.38
All Grades	66.43	64.10	73.87	28.57	30.12	22.61	5.00	5.78	3.52

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	70.42	72.00	65.67	24.65	20.00	30.60	4.93	8.00	3.73
Grade 4	59.59	71.92	66.93	34.25	24.66	30.71	6.16	3.42	2.36
Grade 5	77.27	70.83	78.83	21.21	23.61	16.79	1.52	5.56	4.38
All Grades	68.81	71.57	70.60	26.90	22.89	25.88	4.29	5.54	3.52

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	47.18	50.40	59.70	50.00	43.20	36.57	2.82	6.40	3.73
Grade 4	49.32	53.42	56.69	41.10	43.84	40.94	9.59	2.74	2.36
Grade 5	58.33	43.75	54.74	39.39	52.08	43.07	2.27	4.17	2.19
All Grades	51.43	49.16	57.04	43.57	46.51	40.20	5.00	4.34	2.76

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	65.49	61.60	68.66	30.28	34.40	26.87	4.23	4.00	4.48
Grade 4	58.90	70.55	67.72	36.99	27.40	29.92	4.11	2.05	2.36
Grade 5	73.48	61.81	75.91	22.73	31.94	20.44	3.79	6.25	3.65
All Grades	65.71	64.82	70.85	30.24	31.08	25.63	4.05	4.10	3.52

Conclusions based on this data:

1. Overall, 89.95% of students tested met or exceeded standards on the CAASPP English Language Arts assessment in 2018-19.

2. The greatest number of students in 2018-19 that scored above standard was in the area of Reading (73.87%).

3. Overall, the percentage of students who exceeded or met standard in all areas of English Language Arts increased from the 2017-18 to the 2018-19 school year (averaging an approximate increase of 2.5 percentage points in all areas).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	148	129	135	144	126	134	144	126	134	97.3	97.7	99.3
Grade 4	150	149	129	149	148	127	149	148	127	99.3	99.3	98.4
Grade 5	132	147	139	132	147	137	132	146	137	100	100	98.6
All Grades	430	425	403	425	421	398	425	420	398	98.8	99.1	98.8

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2530.	2519.	2525.	68.06	61.90	69.40	25.00	23.02	22.39	4.86	10.32	6.72	2.08	4.76	1.49
Grade 4	2555.	2574.	2571.	55.03	70.27	65.35	28.86	19.59	22.05	9.40	8.78	10.24	6.71	1.35	2.36
Grade 5	2603.	2583.	2614.	65.91	55.48	76.64	18.18	20.55	8.76	12.12	12.33	10.95	3.79	11.64	3.65
All Grades	N/A	N/A	N/A	62.82	62.62	70.60	24.24	20.95	17.59	8.71	10.48	9.30	4.24	5.95	2.51

	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	80.56	76.19	79.10	15.97	18.25	16.42	3.47	5.56	4.48
Grade 4	68.46	81.76	76.38	19.46	15.54	16.54	12.08	2.70	7.09
Grade 5	73.48	58.90	78.83	18.94	26.03	13.87	7.58	15.07	7.30
All Grades	74.12	72.14	78.14	18.12	20.00	15.58	7.76	7.86	6.28

	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	70.83	65.08	72.39	27.78	30.95	26.12	1.39	3.97	1.49
Grade 4	63.76	68.24	63.78	26.85	29.05	30.71	9.40	2.70	5.51
Grade 5	62.12	53.42	74.45	31.06	38.36	19.71	6.82	8.22	5.84
All Grades	65.65	62.14	70.35	28.47	32.86	25.38	5.88	5.00	4.27

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	70.83	64.29	70.90	27.08	30.95	27.61	2.08	4.76	1.49
Grade 4	59.73	72.97	73.23	31.54	22.30	21.26	8.72	4.73	5.51
Grade 5	61.36	54.79	67.88	34.85	33.56	25.55	3.79	11.64	6.57
All Grades	64.00	64.05	70.60	31.06	28.81	24.87	4.94	7.14	4.52

Conclusions based on this data:

1. Overall, the number of students who met or exceeded standards on the CAASPP Mathematics assessment increased from 83.57% in 2017-18 to 88.19% in the 2018-19 school year.

2. More third grade students performed above, at, or near standard in all areas in Math during the 2018-19 school year.

3. More students scored below standard (6.28%) in the area of Math Concepts & Procedures (applying mathematical concepts and procedures) than the other 2 areas (Problem Solving & Modeling/Data Analysis and Communicating Reasoning)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	9
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	6
Grade 5	1521.5	*	1521.8	*	1520.8	*	11	4
All Grades							40	36

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	57.50	55.56	32.50	30.56	*	2.78	*	11.11	40	36

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*		*	*	*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	80.00	63.89	*	25.00	*	0.00	*	11.11	40	36

<table>
<tr><td colspan="11">Written Language
Percentage of Students at Each Performance Level for All Students</td></tr>
</table>

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	*	*		*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	47.50	30.56	*	52.78	30.00	8.33	*	8.33	40	36

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
5	*	*	*	*		*	11	*
All Grades	65.00	58.33	32.50	27.78	*	13.89	40	36

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
5	*	*	*	*	*	*	11	*
All Grades	90.00	72.22	*	16.67	*	11.11	40	36

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	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	11	*
All Grades	50.00	25.00	32.50	61.11	*	13.89	40	36

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
5	*	*	*	*	*	*	11	*
All Grades	52.50	47.22	42.50	44.44	*	8.33	40	36

Conclusions based on this data:

1. No data available.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
744	**5.2**	**4.6**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	34	4.6
Foster Youth	1	0.1
Socioeconomically Disadvantaged	39	5.2
Students with Disabilities	105	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	2.7
American Indian	1	0.1
Asian	86	11.6
Filipino	4	0.5
Hispanic	69	9.3
Two or More Races	55	7.4
White	506	68.0

Conclusions based on this data:

1. 14% (which is the national average) of our student population are students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our students are performing well overall in both English Language Arts and Mathematics.

2. Chronic Absenteeism is within the green, but would be best if in the blue.

3. Alternatives to suspension have been used and the results are that Franklin rarely if ever suspends students. There has only been one off campus suspension in the last 3 years.
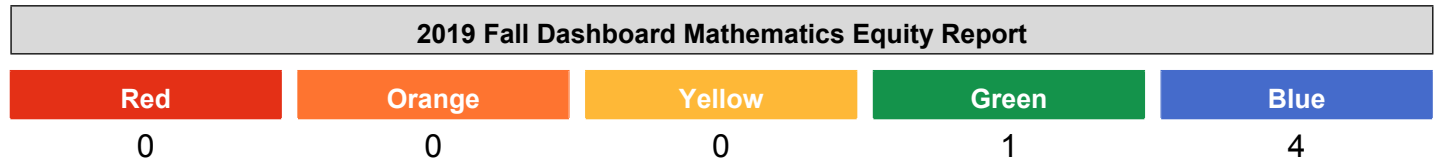
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
110.5 points above standard	65.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14 points	Increased Significantly ++15.2 points	2
397	24	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0 Students	57.3 points above standard	55.6 points above standard
	Increased Significantly ++18.7 points	Increased Significantly ++32.6 points
	30	71

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
56.6 points above standard	0 Students	128.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.1 points		Maintained ++1.5 points	2
12		50	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
77.1 points above standard	119.3 points above standard	0 Students	114.7 points above standard
Increased Significantly ++24.5 points	Increased ++4.8 points		Increased Significantly ++16.3 points
36	24		270

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
29.8 points above standard	101.2 points above standard	113.9 points above standard
Increased Significantly ++40.8 points	Declined -6.8 points	Increased ++13.9 points
12	12	332

Conclusions based on this data:

1. All students and our students in particular sub groups including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities all showed an increase in English Language Arts.

2. Our Reclassified English Learners showed a decline in their overall performance on the SBAC.

3. Reclassified English Learners scored 7 points lower than they did the year before.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	4

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
87 points above standard	46.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.4 points	Increased ++12.3 points	
396	24	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Blue
	18 points above standard	34.8 points above standard
	Declined -11.3 points	Increased Significantly ++17.7 points
	30	70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
29.2 points above standard		105.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.2 points		Increased ++5.2 points	2
11		50	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
47.3 points above standard	93.2 points above standard		91.6 points above standard
Increased ++12 points	Maintained ++2.4 points		Increased ++10.9 points
36	24		270

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 points below standard	93.1 points above standard	89.1 points above standard
Increased ++12.7 points	Increased ++14.2 points	Increased ++10.1 points
12	12	331

**Conclusions based on this data:**

1. All student groups performed within the blue zone in mathematics which is an increase from last year when all students were in the green zone.

2. Most student groups increased or maintained in points, with Socioeconomically Disadvantaged students being the only student group that decreased.

3. Current English Learners increased in points but were still the only group of students whose points were below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
59.3 making progress towards English language proficiency
Number of EL Students: 27
Performance Level: High
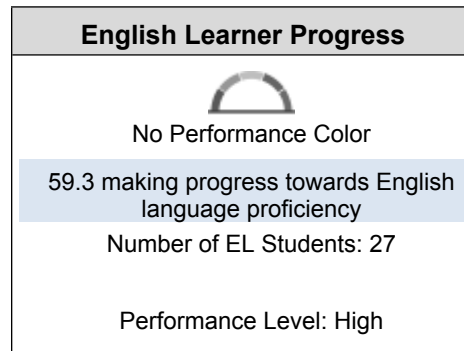
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.9	14.8	33.3	25.9

Conclusions based on this data:

1. 74% of our English Learners are making progress towards English Language proficiency.

2. The ELPI status rate of High reflects the number of English Learners who moved up at least one ELPI level or maintained the ELP criterion of level 4 from the prior year to the current year.

3. Approximately 25.9% of our English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	4	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
2.9	2.6	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -3	2
760	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	3.8	6.9
0	Increased +0.6	Maintained +0.1
	52	116

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	2.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0		Maintained +0.2	
	1		4
21		90	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
5.7	1.6	Less than 11 Students - Data Not Displayed for Privacy	2.9
Declined -1.7	Increased +1.6		Maintained -0.3
		0	
70	63		511

Conclusions based on this data:

1. It appears there was a decline in the number of English Learners who were chronically absent, while the number of Socially Disadvantaged students increased.

2. Students with Disabilities maintained in this area but went from the orange range in the Fall 2018 Dashboard to the yellow range in the current Dashboard.

3. Students with 2 or more races were the only Race/Ethnicity group that increased in chronic absenteeism while others within this group either maintained or declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7
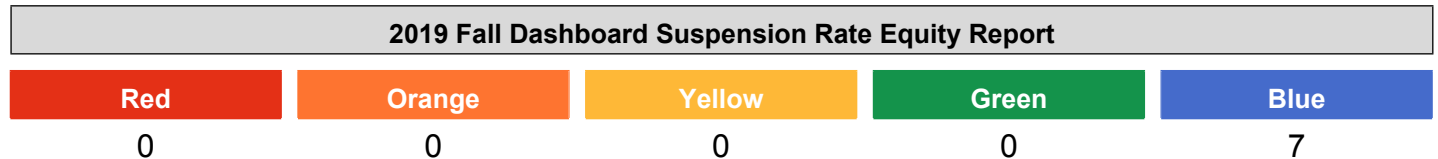
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
Maintained 0	Maintained 0	2
763	38	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Blue
	0	0
	Maintained 0	Maintained 0
	52	116

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 1	0	Less than 11 Students - Data Not Displayed for Privacy 4
Maintained 0		Maintained 0	
21		90	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
70	63		514
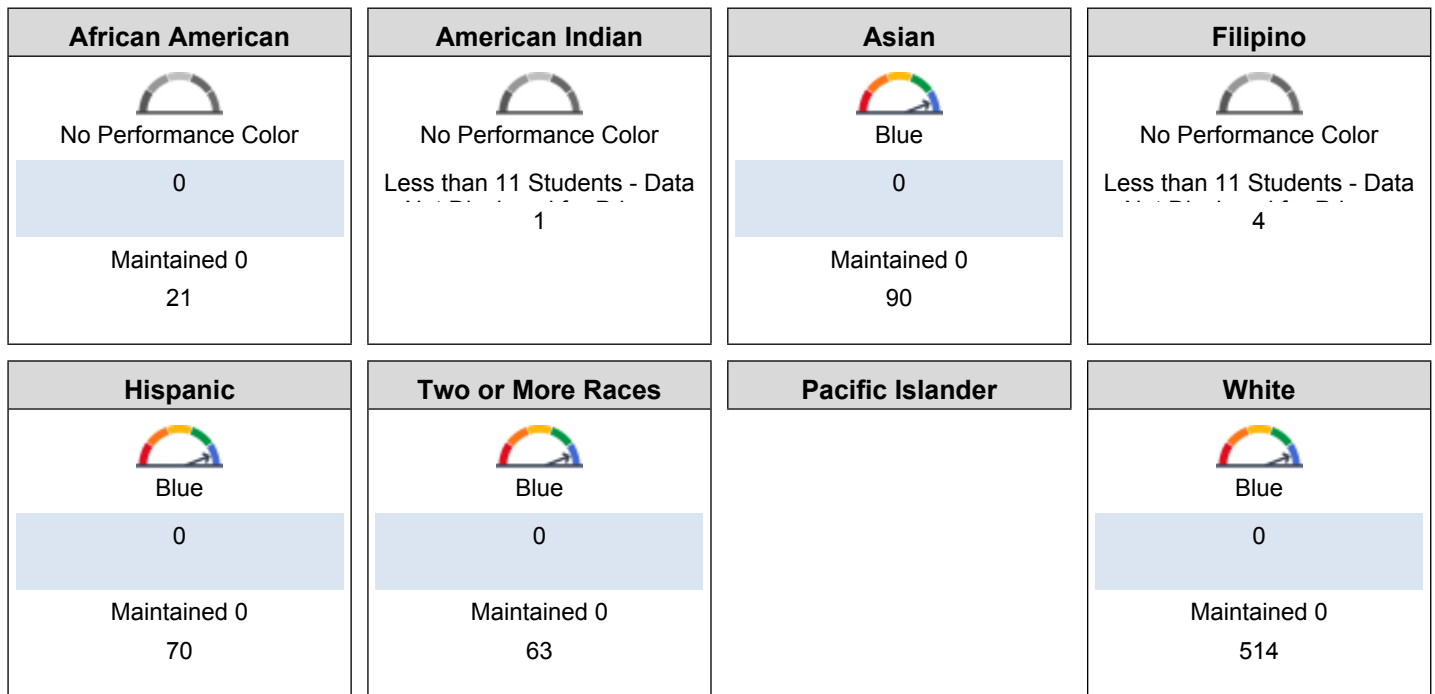
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Suspension rates are very low. No students were suspended off campus.

2. Restorative Justice circles and techniques have helped to maintain a very low suspension rate.

3. Teachers consistently engage students in Social Emotional Learning and conduct class meetings on a daily basis which have helped students remain accountable for behavior impacting student suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

In order to assist students in becoming college and career ready and demonstrate reading and math proficiency, 92% of students will be proficient in reading and math on the CAASPP and less than 5% of the students will be at or below the 25th percentile on the Fastbridge.

Identified Need

In Spring 2019, approximately 7% of students performed at or below the 25th%ile on Fastbridge Reading and Math. Fifth grade Fastbridge Math, showed 6% of students scoring below the 25th%ile. According to the 2018-19 CAASPP data, the following results are disaggregated by subgroups: of our Asian students (55 students) tested: 95% met or exceeded standard in both ELA and Math; of our African American students (9 students) tested: 72% met or exceeded standard in ELA and 85% in Math; of our Hispanic students (37 students) tested: 77% met or exceeded standard in ELA and 70% in Math - please note of those 37 students tested, 7 are also EL students: 43% met or exceeded standard in ELA and 27% in Math; of our students of 2 or more races (24 students) tested: 91% met or exceeded standard in ELA and 90% in Math; of our Socioeconomically Disadvantaged students (27 students) tested: 67% met or exceeded standard in ELA and 51% in Math; of our Special Education students (55 students) tested: 63% met or exceeded standard in ELA and 64% in Math; and our English Language Learners (13 students) tested: 55% met or exceeded standard in ELA and 47% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 Fastbridge Assessment 2018-19 CAASPP	Due to school closures as a result of the Covid-19 global pandemic, neither the CAASPP or Fastbridge assessment were administered in the Spring of 2020. The following data will continue to support this goal area for the 2020-2021 school year. In Spring 2019, 7% of students in grades 1-5 performed below the 25th%ile overall in reading. 6% of fifth grade students performed below the 25th%ile in math. According to our CAASPP data (grades 3-5) from the 2018-19 exam: 88% of students performed within the proficient range in Math and 90% of	2% of students will go from below the 25th%ile to above the 25%ile on Fastbridge Reading. 1% of 5th grade students will go from below to above the 25%tile on Fastbridge Math. An additional 4% of students will perform within the proficient range in CAASPP Math; and an additional 2% of students will score within the proficient range on the CAASPP English Language Arts assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students scored within the proficient range in English Language Arts.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students performing below the 25th%ile will have additional screening to see if they require additional support. Tier II and Tier III interventions as well as Specialized Academic Instruction (SAI), for special education students, are supports for students requiring intensive assistance. Teachers will identify students who perform in lower ranges and provide differentiated instruction during the day for those students while providing a rigorous education to all students. Teachers will also provide Integrated and Designated English Language Development instruction to our English Learners.

Strategy/Activity

Tier III intervention is provided to those who are within Tier III levels on Fastbridge, score below standard on the Smarter Balanced Assessment Consortium (SBAC) assessment, and teacher input supports the need as well. English Learners in grades 4 and 5 who meet the following criteria: scored 1 or 2 on CAASPP ELA, scored 2, 3, or 4 on the ELPAC overall, and scored 60% or higher accuracy on the E3D, will receive E3D support either before or during school. All ELD Learners will receive designated and integrated instruction in their classrooms on a daily basis. Teachers are using the ELD standards to enhance their curriculum across subject matter. All English Learners who performed below the 20th percentile on the ELPAC in grades 3-5 are receiving Tier III support from the English Language Interventionist. Some also receive support from our trained Instructional Assistants. Our Literacy and Language Interventionist uses programs such as Systematic Instruction in Phonological Awareness, Phonics, & Sight Words (SIPPS) as well as E3D, which is an intensive reading comprehension program, either before school or using the pull-out method with student groups during the day.

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)
2393.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Before school intervention

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students falling below the 25th%ile as well as those students who may be falling below the 33%ile.

Strategy/Activity

Provide time for teachers to assess their students 2 times during the year, discuss and collaborate around data, and provide in-class interventions. Provide coaching from the Literacy Coach in order to strengthen Tier I and Tier II instruction and provide teachers and assistants Tier III interventions. Literacy Coach works in conjunction with English Learner Instructor and Specialized Academic Instruction (Special Education) Teachers to provide ways to strengthen 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)
0	None Specified None Specified Training of Gen Ed teachers, Special Educators, and Instructional Assistants by Literacy Coach
12342.00	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Substitute teachers provided 2 x a year so teachers can assess their students.
16,695.00	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Substitute teachers so teachers can assess students, do school learning walks, allow a teacher representative to attend PTA meetings and represent the students' and teachers' needs, and collaborate with their grade level around data and instruction.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special education teacher provides before school intervention for students with Executive Functioning issues. Providing the support before school helps keep students in class for critical instruction.

Strategy/Activity

Before school intervention - Executive Functioning

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)
2393.00	Site Formula Funds None Specified

	SAI teacher to provide before school intervention- stagger teacher hours

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will have equitable writing instruction even during distance learning. Teachers are using a variety of tools and strategies to provide feedback within a virtual platform. Peer-edits, one-on-one writing conferences, and group break out sessions for writing support are just a few strategies used to assist students in this area.

Strategy/Activity

In order to make sure there is equity of instruction and proper data collection, teachers will receive professional development opportunities on using rubrics and mini-lessons to promote writing proficiency.

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)
1800	District Funded 0001-0999: Unrestricted: Locally Defined Professional Developments for Teachers

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten students are the larger group of students performing below the 25th%ile based on the Fastbridge data.

Strategy/Activity

Provide additional instructional assistant support throughout the day.

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	Use additional instructional assistant time provided by the district in the kindergarten classrooms.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide support for students in Science using Next Generation Science Standards (NGSS).

Strategy/Activity

STAR Science to provide support to the students with NGSS. District to provide NGSS training to teachers.

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)
25107.00	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined STAR Science Training
6800	Parent-Teacher Association (PTA) 0000: Unrestricted Materials for STAR Science Trainings
0	District provides in-services to teachers in NGSS

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students have access to technology to assist with distance learning.

Strategy/Activity

Technology needs are met through various computer programs provided by either the school District or our school PTA.

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	Parent-Teacher Association (PTA) 0000: Unrestricted Teachers will have access to needed technology in order to support ELA, Math, STEM, and other curricular areas.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted math instruction will help students perform better on the math portion of the CAASPP.

Strategy/Activity

Math walk throughs and collaboration around math.

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)
12250.50	Stretch Grant (Ed Foundation) 0000: Unrestricted Teacher teams will perform walk throughs. Money is allocated above as part of substitute teacher line.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students need culturally relevant, rich literature available.

Strategy/Activity

Provide new books that appeal to young readers and portray a vast array of 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)
2000.00	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Books for the library and instructional materials.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students need access to supplies in order to complete tasks, advance learning, and visualize what is being taught.

Strategy/Activity

Provide materials to assist students access the 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)

7000	Site Formula Funds 0001-0999: Unrestricted: Locally Defined School Supplies
3000	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Supplies for teachers such as ink, paper, books

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Homework Club - after school homework 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)
3988.00	Parent-Teacher Association (PTA) 0000: Unrestricted Teacher will be paid to help students with homework after school.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher supplies to support distance learning.

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	Parent-Teacher Association (PTA) 0000: Unrestricted Funds are provided to enhance the learning of students

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library books to support learning.

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)
1426.85	American Book Drive 4000-4999: Books And Supplies Librarian receives funds to replenish leveled library books.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our school has remained closed from March 13, 2020 through present date as a result of the Covid-19 global pandemic. As as a result, all students have received instruction via a district-wide implemented distance learning plan. Our teachers are continuing to provide as much of a rigorous education to our students as remotely possible. District and classroom assessments will continue to be conducted remotely, all of which teachers and staff use to drive instruction and determine the learning needs of all students. During these unprecedented times in education, the effectiveness of the strategies/activities set to achieve Goal 1 remains to be seen as the school year unfolds.

The following is previous data from Spring 2019. There was academic growth from Fall to Spring on the Fastbridge with the exception of two grade levels where there was a slight dip in scores. Second grade decreased the number of students scoring below the 25th%ile by 3%. Third grade decreased the number of students scoring below the 25th%ile by 1%. Fourth grade, though a few more students dropped to the below 25%ile category was still at 3% in that category. Fifth grade remained at only 1%. On the CAASPP, 90% of students scored at or above the 90th percentile.

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

This year, we are allowing 2 substitute days for every teacher in order for them to complete individualized assessments for each of their students to do budget changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

90% of English Language Learners will perform above the 25%ile on Fastbridge. 80% of English Language Learners will perform within the proficient range on CAASPP assessments.

Identified Need

According to Fall 2020 Fastbridge data, 5% (1 out of 17) of English Learners performed below the 25th%ile in reading and 0% (3rd - 5th grade only) in math. We do not have 2019-2020 CAASPP data due to school closures, however, according to the 2018-19 CAASPP data, our English Language Learners (13 students) tested: 55% met or exceeded standard in ELA and 47% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2019 Fastbridge Assessment for grades K-5 2018-19 CAASPP for grades 3-5 Winter 2020 Fastbridge Assessment for grades K-5 Fall 2020 Fastbridge Assessment for grades 1-5	Spring 2019 Fastbridge Data shows 19% of EL students performing below the 25th%ile on the Fastbridge Reading assessment. Winter 2020 Fastbridge Data shows 9% of EL students performing below the 25th%ile on Fastbridge Reading assessment; 11% (grades 3-5) on the Fastbridge Math assessment. Fall 2020 Fastbridge Data (grades 1-5) shows 4% of EL students performing below the 25%ile on Fastbridge Reading assessment; 0% (grades 3-5) on the Fastbridge Math assessment. CAASPP 2018-19 Data: Math - 47% of our EL students performed in the proficient range; ELA - 55% of our EL students performed in the proficient range.	The number of students who are performing above the 25th%ile and are English Language Learners will increase by 9%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	There is no CAASPP 2019-2020 Data due to school closures.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Given the lack of sufficient data due to school closure which have impacted assessment results, we will continue to support our EL students through previously implemented activities and strategies.

Strategy/Activity

English Language support from an English Language Interventionist. Tier II, Tier III, and E3D groups take place before and during school. Instructional Assistants provide support in the classroom.

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	District Funded None Specified LLI specialist will work with small groups
0	District Funded None Specified Instructional Assistant support
0	District Funded None Specified Before school groups-voluntary for students. See last goal for intervention funds.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are English Language Learners require additional support in the classroom from the teachers and staff.

Strategy/Activity

Provide training to teachers and staff through Literacy Coach and with District Support. Teachers will provide integrated and designated supports in the classroom on a daily basis. Teach the English language explicated to English Learners to help them acquire the language while accessing the curriculum. Repeat words in different ways.

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	Other None Specified Literacy Coach support and District Inservicing

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who are English Learners require some specialized supplies and books. Culturally responsive materials are required as well.

Strategy/Activity

Materials available to students in their native language. Have books that are culturally responsive for students to access.

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)
2000	Lottery: Instructional Materials 0001-0999: Unrestricted: Locally Defined Librarian will order books for the library available to teachers- see goal1.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Specific supplies may be needed to help students in the classroom. The PTA and teachers along with the librarian will establish a learning library to highlight diversity and provide monthly books to be read and discussed in all classrooms about diverse peoples.

Strategy/Activity

Provide supplies. Provide books for the learning library. Provide a "book of the month" highlighting differences in people for every classroom grades K-5.

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)

10000	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Supplies for classrooms and printers
5000	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Books

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our school has remained closed from March 13, 2020 through present date as a result of the Covid-19 global pandemic. As as a result, all students have received instruction via our district-wide implemented distance learning plan. Our teachers and specialists are continuing to provide as much of a rigorous education to our students as remotely possible. District and classroom assessments will continue to be conducted remotely, all of which teachers and staff use to drive instruction and determine the learning needs of all students. During these unprecedented times in education, the effectiveness of the strategies/activities set to achieve Goal 2 remains to be seen as the school year unfolds. During distance learning, we have continuously provided Tier III interventions to every student designated as an English Language Learner and who scored below the 25th%ile on the Fastbridge assessment prior to school closure. We found that most of our students made gains in reading through the interventions therefore our goal of providing consistent instruction is imperative.

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

All expenditures allocated were used for their intended purposes. Some changing of work hours afforded us the ability to provide more before school interventions without a large cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our annual metrics have remained the same. On goal 2, updated Fastbridge data collection has been added.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Students will be engaged in a socially just climate while feeling safe. Families will feel engaged through communication tools as well as through family events and education programs.

Identified Need

Olweus data shows that students have the most difficulty while on the playground. Although there has been an increase in teachers doing circles and conducting class meetings, they need to occur more often in order to assist students with conflicts. Data to show family engagement should be collected more often to determine the value of what is being provided, who is attending, and with what frequency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olweus data, parent surveys, healthy kids survey	Due to school closures as a result of the Covid-19 global pandemic, many assessments were not conducted in the Spring of 2020 as a result, this goal area will be carried over into the 2020-2021 school year. The data collected from the Olweus Survey conducted in May 2019 will be utilized to support the continuation of the strategies and activities implemented. Survey data collected: 356 3rd through 5th grade students completed the survey; 12% of students said they had been bullied 2-3 times per month - data showed mostly 4th graders felt this way; national average of students making this same report is 19%; 13.5% of students said they experienced bullying through exclusion and 11% through verbal; 78% of the students reported the bullying took place on the	Increase students' feelings of safety and engagement. Increase communication and family engagement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	playground during recess/breaks and 37% stated the lunch area.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will feel safe while engaging in distance learning or upon school reopening.

Strategy/Activity

Provide Health Office coverage for the entire day by hiring a HOS to cover 3.5 hours of the day. Provide extra coverage on the playground with trained Campus Monitors, Instructional Assistants, and Teachers.

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)
3400	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Extra yard support
16735	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined Extra Health Office Specialist support

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide students with engaging activities that help them feel connected at school.

Strategy/Activity

Contract with outside providers for extra music/art.

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	Stretch Grant (Ed Foundation) 0001-0999: Unrestricted: Locally Defined

	Contractors to provide extra music and art

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who need emotional support (self-identified, parent identified, or staff identified)

Strategy/Activity

Provide counseling services to students in need of emotional supports.

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)
8000	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Counselor
0	District provides counseling interns

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will feel the school is safe and organized whether on distance learning or while on campus upon school reopening.

Strategy/Activity

Provide extra time for the clerical staff to help make sure that the school is ready to open in August and all procedures are set up.

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)
4173.00	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Bring the clerical staff in several days before school begins.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will feel the school is safe and organized whether on distance learning or while on campus upon school reopening.

Strategy/Activity

Provide Restorative Justice Training to teacher teams, Olweus teams to help train staff, Mindfulness training and circles in class on a weekly basis or more often.

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	District Funded None Specified District will provide training to staff

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents will be informed about school events and will feel connected to the school.

Strategy/Activity

PTA will provide parent trainings, Special Ed PTA meetings, and family events.

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)
2000	Parent-Teacher Association (PTA) 0000: Unrestricted Trainings, surveys, and events

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Provide social-emotional support for students in need.

Strategy/Activity

Counseling services

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)
8000	Site Formula Funds 0000: Unrestricted

	Provide counseling services through our contracted counselor and counselor intern support though the district.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Provide culturally relevant experiences for students during the school day.

Strategy/Activity

Assemblies that highlight different cultures and ideas.

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)
5500	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Provide counseling through Family Services of Santa Monica

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Make sure parents have access to enrollment before school starts, classes are ready to go, and all materials are provided to parents prior to beginning the school year.

Strategy/Activity

School support to get ready for school opening and enrollment from Office Staff.

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)
4173.00	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Office staff assistance to prepare for school opening and enrollment.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our school has remained closed from March 13, 2020 through present date as a result of the Covid-19 global pandemic. As as a result, all students have been supported via a district-wide implemented distance learning plan. District and classroom assessments will continue to be conducted remotely, all of which teachers and staff use to drive instruction and determine the learning needs of all students. During these unprecedented times in education, the effectiveness of the strategies/activities set to achieve Goal 3 remains to be seen as the school year unfolds. Last year's goal was to promote family engagement through family events and continue to keep students safe by providing Health Office Specialist (HOS) support and yard assistants. Communication with 50% of families was measured by increasing volunteerism to each family volunteering at least 1 time throughout the year. Conduct class meetings based on the Olweus Anti-bullying program and Restorative Justice practices in at least 80% of classrooms at least 1 x per month.

An HOS was provided all year which was necessary due to some large health issues that occurred. This strategy was very effective. It helped having extra playground support. At least 50% of families volunteered at least one time. And teachers reported that they held meetings at least one time per month in 90% of classrooms. Restorative Justice was introduced and harm circles were effective in supporting students with communication, conflict resolution, and helped stop the same behaviors from occurring more than one time. Parent attendance at events was good and communication in the form of one weekly bulletin from the PTA, along with the administration was very effective. We also provided one paper calendar with the month's events to each family prior to school closure and plan to resume this activity upon reopening. The school introduced a monthly shared book read (K-5) in order to discuss differences and inclusion in the community. As part of our cultural awareness in prior years, we implemented having our loudspeaker announcements read in a different language each week with a student interpreting what is said into English. This was also very effective and we look forward to implementing this again upon reopening.

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

We stayed on budget for the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was modified in order to encompass the broader needs of the students since we use so many different strategies to meet student needs.

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	$166,176.35

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
American Book Drive	$1,426.85
District Funded	$1,800.00
Lottery: Instructional Materials	$2,000.00
None Specified	$0.00
Other	$0.00
Parent-Teacher Association (PTA)	$23,288.00
Site Formula Funds	$51,132.00
Stretch Grant (Ed Foundation)	$86,529.50

Subtotal of state or local funds included for this school: $166,176.35

Total of federal, state, and/or local funds for this school: $166,176.35

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

4 Classroom Teachers

2 Other School Staff

7 Parent or Community Members

Name of Members	Role
Cynthia McGregory	Principal
Sheri Hynding	Other School Staff
Nikki Fiske	Classroom Teacher
Lynne Hampton	Classroom Teacher
Ashley Hatchett	Other School Staff
Paul Kumasaka	Classroom Teacher
Amanda Levy	Classroom Teacher
Lisa Demsky	Parent or Community Member
Roksana Ebrahemi	Parent or Community Member
Niloofar Enayati	Parent or Community Member
Wai Mei Lee	Parent or Community Member
Payal Maniar	Parent or Community Member
Mimi Sroka	Parent or Community Member
Craig Zund	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Special Education Advisory Committee
	Other: PTA

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 11/04/2019.

Attested:

	Principal, Cynthia McGregory on 12/4/2020
	SSC Chairperson, Craig Zund on 12/4/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019