

School Year: **2021-22**



**TWO RIVERS**  
ELEMENTARY SCHOOL ★  
HOME OF THE RIVER OTTERS

# 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
Two Rivers Elementary School	34752836118624	11/3/2021	11/17/2021

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## Purpose and Description

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

### Schoolwide Program

This section applies only to schools designated as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) as Two Rivers Elementary is not designated as either, this section does not apply.

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

The Two Rivers Elementary School plan meets the ESSA requirements and is in alignment with the Local Control and Accountability Plan and other federal, state, and local requirements. The development of the SPSA is rooted in a planning process that involves a cycle of continuous improvement, which includes engaging stakeholders, conducting comprehensive needs assessment to inform goals and activities, identifying the process for evaluating and monitoring the SPSA, alignment of resources, and determination and evaluation of progress.

All of the goals that are within the School Plan for Student Achievement (SPSA) are aligned to the District LCAP priority goals: District LCAP Goal 1: Increase student success in ELA, math, science, literacy, and civics; District LCAP Goal 2: Prepare students to be college & career ready; District LCAP Goal 3: Engage parents and families to support student success in school; District LCAP Goal 4: Create a safe and welcoming learning environments where students attend and are connected to their schools. These District LCAP goals are all in alignment to the LCAP goals of: (1) Implementation of State Standards (2) Parent Involvement (3) School Climate (4) Pupil Engagement (5) Pupil Achievement and (6) Other Pupil Outcomes.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section.

A comprehensive needs assessment of the entire school takes into account information on the **academic achievement of children** in relation to the challenging State academic standards, **particularly the needs of those children who are failing**, or are at-risk of failing, **to meet the challenging State academic standards** and any other factors as determined by the local educational agency. (ESSA Section 1114(b)(6))

## Description of the steps taken and data reviewed while conducting the comprehensive needs assessment.

In conducting the comprehensive needs assessment the following data was reviewed with SSC and ELAC. Data was pulled from Data Warehouse, Infinite Campus, our local assessments, and the California Dashboard. A needs assessment template was used to guide the team into looking at various data related to academic assessment, ELPAC assessment, and suspensions.

## Summary of the comprehensive needs assessment findings

We reviewed the details of our past ICA and local curriculum-based scores and found that while our school has been steadily improving in many areas, we still have many opportunities for growth, particularly to address learning disruption for students most impacted by COVID. Many of our students are demonstrating a need for additional Social-Emotional Learning resources to address impacts from the ongoing pandemic; the last complete, typical year for students was 2018-2019, reducing opportunities for academic and social learning for students. Our EL students need more support to grow in their ELPI levels toward English language proficiency. Our fifth grade students do not historically continue to grow in math proficiency from their fourth grade scores. Though we have been steadily improving in our overall ELA and math proficiency, at Two Rivers we are continuing to strive for further improvement in all areas. We are in the process of implementation of AVID strategies to increase our students' college readiness and help us with our work to eliminate the opportunity gap.

## 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

Two Rivers Elementary holds monthly meetings with School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to conduct needs assessments and obtain stakeholder input. Additionally, information is provided and input received during bi-monthly PTA meetings and monthly Coffee and Conversation with the Principal. Instructional Leadership and AVID Site teams also meet to provide input on the plan. Our Annual Title I meetings are held during School Site Council, PTA, ELAC, and Coffee and Conversation meetings to ensure flexible opportunities and a broad range of stakeholder input.

## Resource Inequities

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

This section applies only to schools designated as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) as Two Rivers Elementary is not designated as either, this section does not apply.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>621</b>	<b>49.8</b>	<b>9.0</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	9.0
Foster Youth	2	0.3
Homeless	4	0.6
Socioeconomically Disadvantaged	309	49.8
Students with Disabilities	77	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	11.8
American Indian	2	0.3
Asian	96	15.5
Filipino	16	2.6
Hispanic	206	33.2
Two or More Races	76	12.2
Pacific Islander	9	1.4
White	143	23.0

### Conclusions based on this data:



- 1.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 577 480 611"><b>English Language Arts</b></p>  <p data-bbox="295 657 371 684">Green</p>	<p data-bbox="673 577 948 611"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 657 847 684">Green</p>	<p data-bbox="1177 577 1398 611"><b>Suspension Rate</b></p>  <p data-bbox="1247 657 1323 684">Orange</p>
<p data-bbox="251 777 415 810"><b>Mathematics</b></p>  <p data-bbox="295 856 371 884">Green</p>		

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.31%	0.32%	0.3%	2	2	2
African American	11.15%	11.76%	12.1%	71	73	73
Asian	13.34%	15.46%	15.7%	85	96	95
Filipino	2.35%	2.58%	1.5%	15	16	9
Hispanic/Latino	34.38%	33.17%	38.2%	219	206	231
Pacific Islander	1.26%	1.45%	1.2%	8	9	7
White	24.33%	23.03%	18.8%	155	143	114
Multiple/No Response	12.87%	12.24%	12.2%	82	76	74
<b>Total Enrollment</b>				637	621	605

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	96	111
Grade 1	94	105	89
Grade 2	104	98	112
Grade 3	112	102	95
Grade 4	111	107	97
Grade 5	106	113	101
<b>Total Enrollment</b>	637	621	605

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	64	56	67	10.0%	9.0%	11.1%
Fluent English Proficient (FEP)	62	73	51	9.7%	11.8%	8.4%
Reclassified Fluent English Proficient (RFEP)	21	17	2	22.6%	26.6%	3.6%

# School and Student Performance Data

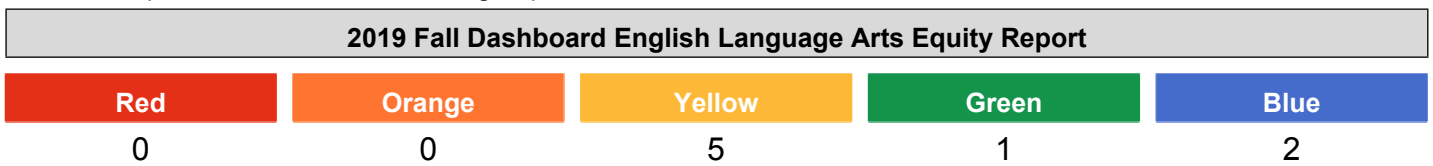
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 6.9 points above standard Increased Significantly ++26.2 points 313	<b>English Learners</b>  Yellow 13 points below standard Increased Significantly ++42.4 points 62	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Socioeconomically Disadvantaged</b>  Yellow 10.9 points below standard Increased Significantly ++34.4 points 186	<b>Students with Disabilities</b>  Yellow 54.4 points below standard Increased Significantly ++55.8 points 45

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

African American	American Indian	Asian	Filipino
 Yellow 45.4 points below standard Increased Significantly ++20.8 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 32.2 points above standard Increased Significantly ++42 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.4 points below standard Increased Significantly ++26.2 points 119	 Green 17.2 points above standard Increased ++14.9 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 32.4 points above standard Increased Significantly ++15.1 points 68

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
93 points below standard Declined -11 points 20	25 points above standard Increased Significantly ++48.4 points 42	8.2 points above standard Increased Significantly ++22.6 points 241

**Conclusions based on this data:**

- 1.

# 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	111	115	112	108	114	112	108	114	112	97.3	99.1	100
Grade 4	106	102	115	103	101	113	102	101	113	97.2	99	98.3
Grade 5	121	108	99	119	106	97	119	106	97	98.3	98.1	98
All	338	325	326	330	321	322	329	321	322	97.6	98.8	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	2400.	2411.	2438.	18.52	22.81	32.14	19.44	21.05	19.64	25.93	22.81	21.43	36.11	33.33	26.79
Grade 4	2437.	2469.	2476.	14.71	28.71	23.89	20.59	28.71	28.32	22.55	15.84	25.66	42.16	26.73	22.12
Grade 5	2489.	2460.	2507.	17.65	16.04	16.49	27.73	21.70	40.21	18.49	15.09	19.59	36.13	47.17	23.71
All Grades	N/A	N/A	N/A	17.02	22.43	24.53	22.80	23.68	28.88	22.19	18.07	22.36	37.99	35.83	24.22

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	17.76	19.30	28.57	36.45	44.74	42.86	45.79	35.96	28.57
Grade 4	14.71	23.76	23.89	51.96	51.49	51.33	33.33	24.75	24.78
Grade 5	17.80	17.14	27.84	47.46	39.05	47.42	34.75	43.81	24.74
All Grades	16.82	20.00	26.71	45.26	45.00	47.20	37.92	35.00	26.09

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	20.37	22.52	33.04	43.52	39.64	45.54	36.11	37.84	21.43
Grade 4	19.61	33.66	24.78	50.98	41.58	53.10	29.41	24.75	22.12
Grade 5	27.97	23.81	20.62	44.92	31.43	56.70	27.12	44.76	22.68
All Grades	22.87	26.50	26.40	46.34	37.54	51.55	30.79	35.96	22.05

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.96	15.79	25.00	64.81	68.42	57.14	22.22	15.79	17.86
<b>Grade 4</b>	12.75	17.82	15.04	52.94	65.35	73.45	34.31	16.83	11.50
<b>Grade 5</b>	11.86	11.43	13.40	74.58	49.52	70.10	13.56	39.05	16.49
<b>All Grades</b>	12.50	15.00	18.01	64.63	61.25	66.77	22.87	23.75	15.22

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.89	25.44	25.00	52.78	43.86	48.21	33.33	30.70	26.79
<b>Grade 4</b>	11.76	24.75	17.70	51.96	47.52	63.72	36.27	27.72	18.58
<b>Grade 5</b>	24.58	20.00	23.71	42.37	36.19	53.61	33.05	43.81	22.68
<b>All Grades</b>	17.07	23.44	22.05	48.78	42.50	55.28	34.15	34.06	22.67

# School and Student Performance Data

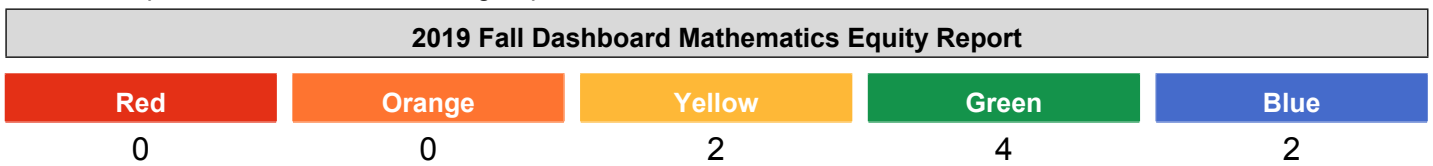
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>7.1 points below standard</p> <p>Increased Significantly ++24.6 points 314</p>	<p><b>English Learners</b></p> <p>Green</p> <p>10.5 points below standard</p> <p>Increased Significantly ++51 points 62</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>22.3 points below standard</p> <p>Increased Significantly ++32.8 points 187</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>68.2 points below standard</p> <p>Increased Significantly ++44.1 points 45</p>

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

African American	American Indian	Asian	Filipino
 Yellow 56.5 points below standard Increased ++13 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 23.7 points above standard Increased Significantly ++45.2 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 25 points below standard Increased Significantly ++22.4 points 119	 Blue 10.1 points above standard Increased Significantly ++25.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 19.1 points above standard Increased ++10.1 points 68

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
56.7 points below standard Increased Significantly ++24.7 points 20	11.5 points above standard Increased Significantly ++49 points 42	8.4 points below standard Increased Significantly ++18.5 points 242

**Conclusions based on this data:**

- 1.



# 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	111	115	112	108	113	112	108	113	112	97.3	98.3	100
Grade 4	106	102	115	103	101	115	103	101	115	97.2	99	100
Grade 5	121	108	99	119	106	99	119	106	99	98.3	98.1	100
All	338	325	326	330	320	326	330	320	326	97.6	98.5	100

\* 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	2410.	2406.	2443.	13.89	10.62	23.21	22.22	26.55	36.61	30.56	21.24	21.43	33.33	41.59	18.75
Grade 4	2453.	2471.	2476.	11.65	16.83	16.52	28.16	29.70	28.70	33.01	31.68	35.65	27.18	21.78	19.13
Grade 5	2509.	2472.	2503.	19.33	14.15	15.15	18.49	15.09	25.25	38.66	28.30	31.31	23.53	42.45	28.28
All Grades	N/A	N/A	N/A	15.15	13.75	18.40	22.73	23.75	30.37	34.24	26.88	29.45	27.88	35.63	21.78

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	21.30	20.35	39.29	39.81	38.94	40.18	38.89	40.71	20.54	
Grade 4	20.39	31.68	27.83	34.95	32.67	39.13	44.66	35.64	33.04	
Grade 5	26.89	20.75	22.22	37.82	19.81	40.40	35.29	59.43	37.37	
All Grades	23.03	24.06	30.06	37.58	30.63	39.88	39.39	45.31	30.06	

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	23.15	23.01	27.68	44.44	32.74	51.79	32.41	44.25	20.54
Grade 4	18.45	26.73	20.87	48.54	46.53	50.43	33.01	26.73	28.70
Grade 5	24.37	12.26	22.22	42.86	41.51	50.51	32.77	46.23	27.27
All Grades	22.12	20.63	23.62	45.15	40.00	50.92	32.73	39.38	25.46

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	22.22	19.47	25.89	47.22	45.13	52.68	30.56	35.40	21.43
<b>Grade 4</b>	17.48	22.77	22.61	47.57	46.53	52.17	34.95	30.69	25.22
<b>Grade 5</b>	18.49	9.43	13.13	49.58	46.23	57.58	31.93	44.34	29.29
<b>All Grades</b>	19.39	17.19	20.86	48.18	45.94	53.99	32.42	36.88	25.15

# 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	1439.9	1444.3	1446.8	1456.5	1423.5	1415.8	17	12
Grade 1	1459.8	*	1463.6	*	1455.1	*	14	6
Grade 2	1478.7	*	1496.1	*	1460.7	*	15	7
Grade 3	1497.5	1501.5	1512.0	1497.0	1482.5	1505.7	13	11
Grade 4	*	*	*	*	*	*	*	7
Grade 5	1524.2	*	1533.8	*	1514.2	*	11	7
All Grades							80	50

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	58.33	*	16.67	*	8.33	17	12
1	*	*	*	*	*	*	*	*	14	*
2	*	*	*	*	*	*	*	*	15	*
3	*	9.09	*	54.55	*	27.27	*	9.09	13	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	46.25	6.00	30.00	48.00	*	30.00	*	16.00	80	50

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	*	16.67	*	66.67	*	8.33	*	8.33	17	12
1	*	*	*	*	*	*	*	*	14	*
2	80.00	*	*	*	*	*	*	*	15	*
3	*	36.36	*	27.27	*	27.27	*	9.09	13	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	60.00	14.00	20.00	48.00	*	20.00	*	18.00	80	50

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	8.33	*	41.67	*	50.00		0.00	17	12
<b>1</b>	*	*	*	*		*	*	*	14	*
<b>2</b>	*	*	*	*	*	*	*	*	15	*
<b>3</b>	*	9.09	*	36.36	*	45.45	*	9.09	13	11
<b>4</b>	*	*	*	*	*	*	*	*	*	*
<b>5</b>		*	*	*	*	*	*	*	11	*
<b>All Grades</b>	22.50	4.00	37.50	34.00	26.25	46.00	13.75	16.00	80	50

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	
<b>K</b>	*	33.33	*	66.67	*	0.00	17	12	
<b>1</b>	78.57	*	*	*	*	*	14	*	
<b>2</b>	80.00	*		*	*	*	15	*	
<b>3</b>	*	18.18	*	72.73	*	9.09	13	11	
<b>4</b>	*	*	*	*	*	*	*	*	
<b>5</b>	*	*	*	*	*	*	11	*	
<b>All Grades</b>	58.75	16.00	26.25	66.00	15.00	18.00	80	50	

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	
<b>K</b>	*	16.67	*	75.00	*	8.33	17	12	
<b>1</b>	*	*	*	*	*	*	14	*	
<b>2</b>	86.67	*	*	*	*	*	15	*	
<b>3</b>	*	45.45	*	45.45	*	9.09	13	11	
<b>4</b>	*	*	*	*	*	*	*	*	
<b>5</b>	*	*	*	*		*	11	*	
<b>All Grades</b>	65.00	20.00	20.00	60.00	15.00	20.00	80	50	

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
<b>K</b>	*	0.00	76.47	100.00		0.00	17	12
<b>1</b>	*	*	*	*	*	*	14	*
<b>2</b>	*	*	*	*	*	*	15	*
<b>3</b>	*	0.00	*	72.73	*	27.27	13	11
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	11	*
<b>All Grades</b>	27.50	4.00	50.00	78.00	22.50	18.00	80	50

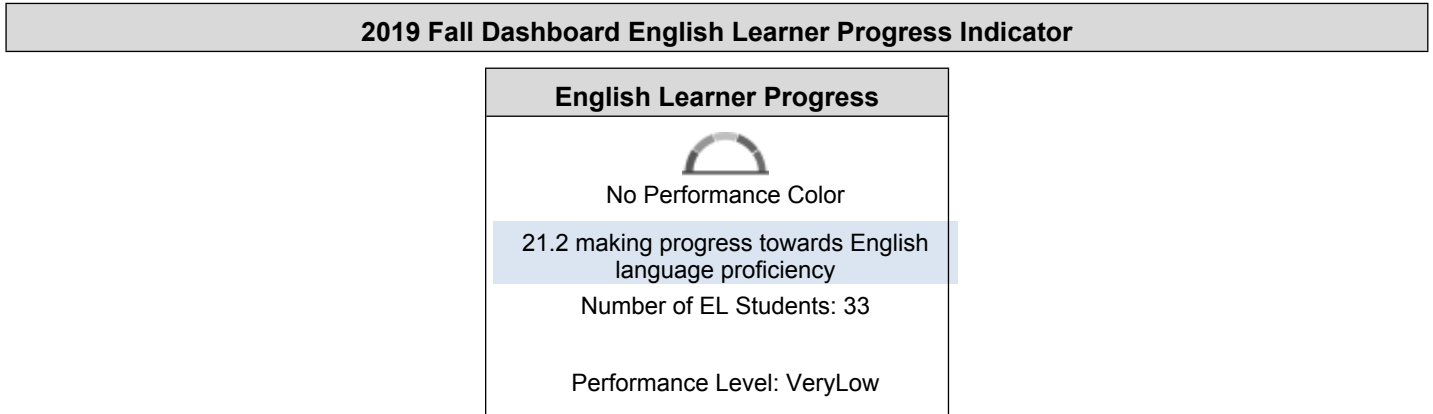
Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	41.67	*	50.00		8.33	17	12
<b>1</b>	*	*	*	*	*	*	14	*
<b>2</b>	*	*	*	*	*	*	15	*
<b>3</b>	*	9.09	*	81.82	*	9.09	13	11
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*		*	11	*
<b>All Grades</b>	37.50	16.00	51.25	66.00	*	18.00	80	50

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
27.2	51.5		21.2

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	3	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5.2</p> <p>Declined -1.4</p> <p>670</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>4</p> <p>Increased +2</p> <p>75</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>19.4</p> <p>Increased +7.8</p> <p>31</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>9</p> <p>Declined -1.1</p> <p>378</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>7.6</p> <p>Declined -2</p> <p>92</p>

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

African American	American Indian	Asian	Filipino
 Yellow 15 Declined -2.1 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 2.1 Maintained -0.1 96	 No Performance Color 0 Declined -9.5 15
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.8 Declined -1.8 226	 Orange 7.1 Increased +2.6 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Blue 0.6 Declined Significantly -3 157

**Conclusions based on this data:**

1.



# School and Student Performance Data

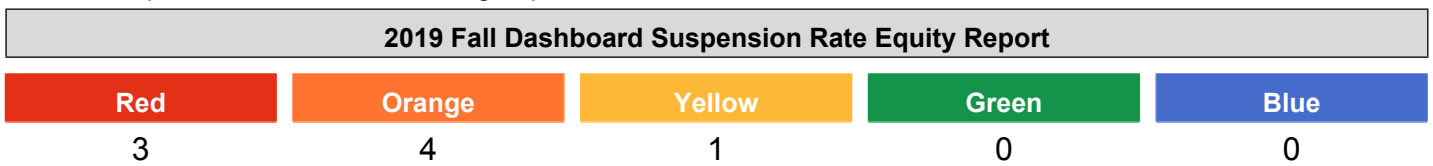
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>4.1</p> <p>Increased +1.9</p> <p>685</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.3</p> <p>Increased +1.3</p> <p>75</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>6.1</p> <p>Increased +2.2</p> <p>33</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>5.7</p> <p>Increased Significantly +2.2</p> <p>389</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.4</p> <p>Increased +1.9</p> <p>92</p>

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

African American	American Indian	Asian	Filipino
 Red 10.6 Increased +2.1 85	 No Performance Color Less than 11 Students - Data 2	 Orange 4.1 Increased +3 97	 No Performance Color 0 Maintained 0 15
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.9 Increased Significantly +2.3 231	 Orange 4.7 Increased +2.5 85	 No Performance Color Less than 11 Students - Data 10	 Yellow 1.3 Maintained +0.1 160

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.2	4.1

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts Goal for Improving Student Achievement (District Goal 1)

## LEA/LCAP Goal

Increase student success in ELA, math, science, literacy, and civics

## Goal 1

The overall school goal is to maintain our dashboard rating of green, particularly in light of the effects of COVID and trauma on student academic growth. To do so, we will need to increase our distance from standard by three points in English Language Arts as measured by CASSPP. All of our student groups increased or increased significantly in English Language Arts the last time we had an opportunity to complete this assessment. We would like to continue this practice to continue growth for our students, particularly those groups scoring yellow despite increased performance (English Learning, Socioeconomically Disadvantaged, Students with disabilities, African American, and Hispanic students). In addition to CAASPP data, analysis of local assessments illustrate a need to increase proficiency in English Language Arts so that students will be on track to graduate college and career ready. Our district-wide focus on diversity, equity, and inclusion will also lend itself to this work by ensuring students see themselves reflected in their classrooms and have the additional supports necessary to continue their increased performance. Analysis of local assessments and CAASPP data illustrate a need to increase proficiency so that students will be on track to graduate college and career ready.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

CAASPP/ICA/IAB/FIAB data, local common assessments and accelerated reader/STAR.

What process will you use to monitor and evaluate the data?

Monitoring will include the review of Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), Interim Comprehensive Assessments (ICAs), grade level benchmarks, curriculum based assessments, and grade level analysis. Teachers will meet weekly in collaborative meetings to analyze curriculum based assessments, trimester benchmarks, and data.

What did the analysis of the data reveal that led you to this goal?

Historical CAASPP data has shown improvement for our students. With our current use of local assessments, we want to continue this trend for our students' growth and reach higher levels of achievement on the upcoming CAASPP assessment while also addressing learning disruption due to the pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (overall school score)	Baseline: 6.9 pts above standard	Increase by 3 points

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, with additional support for students who demonstrate they are significantly below grade level in reading

### Strategy/Activity

Staff, Resources and Materials to Supplement ELA Instruction and Provide Intervention

#### Task:

Purchase materials for intervention and instruction. Teachers and support staff will provide tier 2 intervention during extended hours using the following materials (Read Naturally, Wonders, and various ELA supports) to supplement tier 1 supports occurring during the school day. In addition, extra hour staff time may be utilized during/after the instructional day to provide targeted supports for students to more effectively access instruction. Co-teaching TOSAs will be used to support students who are determined to have a significant academic impact as demonstrated by number of 1s in focus standards for the grade level.

#### Measures:

Improved ease of common assessment administration, grading and reporting; improved student scores on common and benchmark assessments

#### People Assigned:

Teachers, Co-Teaching TOSA, Support Staff, Principal

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,150.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Read Naturally or comparable program; supplemental reading support
2483.26	ESSA Title I Part A, Basic Grants Low Income and Neglected

	2000-2999: Classified Personnel Salaries Classified Staff Extra Hours
625.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Hosting; supplemental reading support
216.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Supplemental RAZ Kids License or comparable program (RSP)
3188.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Supplemental program; IXL ELA or comparable program
2783.26	ESSA Title I Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Supplemental supplies/materials to increase phonemic awareness
2346.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Star Reading Subscription or equivalent

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learner Goal for Improving Student Achievement (District Goal 1)

## LEA/LCAP Goal

Increase student success in ELA, math, science, literacy, and civics

## Goal 2

All EL students will advance one level of growth as assessed by ELPAC.

## Identified Need

What process will you use to monitor and evaluate the data?  
 We will focus on using and analyzing current ELPAC data to gain a better understanding of our students' language proficiency. We will use our Wonders EL curriculum and assessments as well as IAB and FIAB data as instructional tools to ensure that our EL students' needs are met.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC ELPI growth	Baseline: 21.1 progressed at least one ELPI level	30% making progress
English Learner Progress as measured by CAASPP	Increased 42.4 Points; 13 points below standard	5 points above standard

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

## Strategy/Activity 1

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

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

Students who are identified as English Learners

### Strategy/Activity

Centralized Support for English Learners

Task:  
 Provide EL Lead Teacher Training, translations, and other EL support to site.

Measures:  
 EL Lead timesheets, rosters from EL Lead meetings, translation requests

**People Assigned:**

Office of CAO, Categorical Program support staff, translator team, EL Lead teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,500.00

Local Control Funding Formula

Centralized services for ELs

**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 identified as English Learners

**Strategy/Activity**

EL Lead Teachers/EL Teachers

**Task:**

Student reclassification, facilitate ELAC meetings, attend DELAC meetings, monitor school implementation of EL curriculum, administer and score student assessments, PD to learn how to most effectively serve our EL students, monitoring and meeting with EL students and families.

**Measures:**

Time sheets, completed paperwork, assessments.

**People Assigned:**

Teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.00

Local Control Funding Formula

1000-1999: Certificated Personnel Salaries

Certificated Staff Extra Hours

300.00

Local Control Funding Formula

1000-1999: Certificated Personnel Salaries

Substitute teachers

### 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 identified as English Learners

#### Strategy/Activity

Site Level Support for English Learners/ELD Instruction

##### Task:

ELD Teachers will receive training for EL strategies. We will meet with a team of teachers to look at our EL students' achievement data to determine how our ELD program is working. An after school tutorial will be provided to meet the identified student needs. Teachers will be trained in best practice instructional strategies for ELs, including Wonders ELD. All ELs will receive appropriate designated ELD instruction for a minimum of 30 minutes a day in addition to integrated ELD throughout the instructional day. The EL Lead Teacher/EL Coordinator will work with site leadership, Ed Center TOSA, and classroom teachers to coordinate services for ELs. Every English Language Learner will be assessed and monitored to measure his/her English Language acquisition using ELPAC and local assessments. All designated ELD teachers will receive district provided training specifically designed to assist and support them with the implementation of the program as well as deepen their understanding of research-based strategies specifically designed to enhance the learning of English Learners. The ELAC committee (English Learner Advisory Committee) will advise on the implementation of ELD services in the SPSA (School Plan for Student Achievement).

##### Measures:

CAASPP, ELPAC, Wonders Assessments, IABs, higher reclassification rates.

##### People Assigned:

Principal, Instructional Leadership Team, Teachers, EL Lead Teacher, ELD TOSA

#### 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)

200.00

Source(s)

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Substitutes/ Staff Extra Pay

### Strategy/Activity 4

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

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

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity



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

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics Goal for Improving Student Achievement (District Goal 1)

## LEA/LCAP Goal

Increase student success in ELA, math, science, literacy, and civics

## Goal 3

The overall school goal is to increase proficiency in mathematics as measured by CAASPP to maintain our dashboard rating of green, particularly in light of the effects of COVID and trauma on student academic growth. To do so, we will need to increase our score by three points in Mathematics as measured by CASSPP. All of our student groups increased or increased significantly in mathematics the last time we had an opportunity to complete this assessment. We would like to continue this practice to continue growth for our students, particularly those groups scoring yellow despite increased performance (Students with disabilities and African American students). In addition to CAASPP data, analysis of local assessments illustrate a need to increase proficiency in mathematics so that students will be on track to graduate college and career ready. Our district-wide focus on diversity, equity, and inclusion will also lend itself to this work by ensuring students see themselves reflected in their classrooms and have the additional supports necessary to continue their increased performance.

## Identified Need

What data did you use to form this goal (findings from data analysis)?  
Local common assessments and CAASPP.

What process will you use to monitor and evaluate the data?  
Monitoring will include the review of grade level benchmarks, curriculum based assessments, district trimester assessments and grade level analysis. Teachers will meet weekly in collaborative meetings to analyze curriculum based assessments, trimester benchmarks, and data to identify students needing intervention; in-class, after school, and with our Co-Teaching TOSA.

What did the analysis of the data reveal that led you to this goal?  
CAASPP data shows that our students are improving. We want to continue our students' growth and reach higher levels of achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: Mathematics overall	Baseline: 7.1 points below standard	Increase by 3 points as measured by CAASPP

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Purchase Materials for Assessment, Instruction and Intervention for Students

#### Task:

Purchase materials for assessment, instruction and intervention.

#### Measures:

Improved ease of instruction, common assessment administration, intervention and grading and reporting.

#### People Assigned:

Teachers, Co-Teaching TOSA, Principal

## 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)

2019.00

### Source(s)

ESSA Title I Part A, Basic Grants Low Income and Neglected  
5800: Professional/Consulting Services And Operating Expenditures  
IXL Math License or comparable program

1300.00

Local Control Funding Formula  
4000-4999: Books And Supplies materials/supplies

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

SVMI (Silicon Valley Math Initiative)

The Silicon Valley Mathematics Initiative (SVMI) is a comprehensive effort to improve mathematics instruction and student learning. The Initiative is based on high performance expectations, ongoing professional development, examining student work, and improved math instruction. The Initiative includes a formative and summative performance assessment system, pedagogical content coaching, and leadership training and networks.

**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)
200.00	Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Substitutes/Extra hours (centrally funded)
545.45	Local Control Funding Formula 4000-4999: Books And Supplies Materials (as needed)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Systems and Structures to Support Student Achievement (District Goal 1)

## LEA/LCAP Goal

Increase student success in ELA, math, science, literacy, and civics

## Goal 4

The Systems and Structures to Support Students outlined below are actions that will be implemented to provide support to students to ensure that they get effective first instruction, frequent monitoring of key essential standards and are provided re-teaching and intervention when needed. Students will be invited to after school tutoring groups based on identification through local assessment data as well as IAB and ICA performance. Our Co-Teaching TOSA will help facilitate these after school groups as well as in-class support for our targeted students who have a high rate of 1s in our focus standards for each grade level in alignment with our 18 month plan to address learning disruption.

## Identified Need

What data did you use to form this goal (findings from data analysis)?  
 The analysis of benchmark assessment, local common assessment data.

What process will you use to monitor and evaluate the data?  
 Data will be collected and discussed during teacher collaboration meetings in 4-6 week cycles to align with our 18 month plan to address learning disruption. Walkthrough data will indicate the level of adherence to the instructional priorities and use and efficacy of technology to enhance and support instruction.

What did the analysis of the data reveal that led you to this goal?  
 The analysis of the data indicates that this system of support helps to ensure that all students are demonstrating positive achievement growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA:53% of students meeting/exceeding standard Math:49% of students meeting/exceeding standard	ELA:53% of students meeting/exceeding standard Math:50% of students meeting/exceeding standard

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; particularly those demonstrating a need for additional support to meet standards

### Strategy/Activity

Extended Day Program

#### Task:

Students in K-5th grades will have a systematic intervention program to address academic needs. Grade level teams will use formative and summative achievement data to group students based on need for WIN. Students will receive instruction during WIN time in area of need based on key standards that students did not master during classroom instruction. Students who need additional support as identified at the end of a WIN cycle, number of 1s on focus standards, or IAB/FIAB/ICA administration will be provided targeted intervention after school through extended day. Using collaboration time, grade levels will implement re-teaching and post assessment for referral to the Extended Day program. The Extended Day Program will mirror the 4-6 week instructional cycle in each grade level, providing immediate intervention to students directly following classroom re-teaching and data analysis.

#### Measures:

District assessments, Curriculum Embedded Assessment, Common Formative Assessments, Intervention Curriculum Assessments and Observations, IAB, FIAB, ICA.

#### People Assigned:

Principal

Teachers

Co-Teaching TOSA

## 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)

8,000.00

Source(s)

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Certificated Staff Extra Hours

7,256.50

ESSA Title I Part A, Basic Grants Low Income and Neglected  
1000-1999: Certificated Personnel Salaries  
Certificated Staff Extra Hours to support Targeted Students and extreme intervention

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

#### Tiered Intervention Model

##### Task:

A tiered intervention plan will be developed that identifies re-teaching strategies, WIN intervention and strategic and intensive intervention after school. Grade level teams will use formative and summative achievement data to group students based on need for WIN. Students will receive instruction during WIN time in their area of need based on key math and ELA standards that students did not master during classroom instruction. Student data will be used to create the intervention groups.

##### Measures:

Teachers will use progress monitoring tools to evaluate student growth and the effectiveness of the interventions and structure of tiers. Assessment Data; local common grade level assessments.

##### People Assigned:

Principal

Teachers

Co-Teaching TOSA

### 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)

200.00

#### Source(s)

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Substitutes/Staff Extra Hours

### Strategy/Activity 3

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

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

All students

### Strategy/Activity

#### Monitor Student Achievement Using Data

##### Task:

Regular timely monitoring of student data is essential to ensuring student success. Teachers will meet in their grade level Collaboration/Professional Learning Community (PLC) team and with the principal to analyze student achievement data and interventions for students that are not meeting standards and for students who are exceeding standards. Plans will be made to address student needs through interventions, enrichment, planning, and staff development. Longer in depth meetings will be held during the school day at the beginning of the year after initial diagnostic assessments, during the middle of the year and in the spring, which will require substitute release days for staff. Ongoing grade level PLC meetings will be held after the school day on a regular

basis to analyze data from common formative assessments, district benchmark assessments, and curriculum embedded assessments. Teachers will create, implement and analyze Common Formative Assessments in grades K-2 in order to help students reach mastery of essential standards across each grade level. Teachers of grades 3-5 will use IAB, FIAB, and ICA data to determine proficiency or indicate a need for intervention. Support will be provided for substitutes, extra hours and consultants or TOSAs (Teachers on Special Assignment) from the District as needed to provide teachers with staff development for PLCs and understanding Common Core Standards. In addition, data from intervention and supplemental tools will also be used to help inform staff of student progress and needs. The collection and analysis of such data will inform and support interventions provided to students through classroom and grade level re-teaching, WIN time and after school extended learning opportunities. Staff will identify students to be involved in Tier I and Tier II interventions, identifying who will enter and who will exit the interventions based on specific achievement criteria and our focus groups of EL and low performing student groups. Results will be shared with the School Site Council, Instructional Leadership/AVID site Team, English Language Advisory Committee, and staff regularly.

**Measures:**

IAB, FIAB, ICA, District assessments, Curriculum Embedded Assessment, Common Formative Assessments, Intervention Curriculum Assessments and Observations.

**People Assigned:**

Principal  
 Instructional Leadership/AVID Site Team  
 Teachers  
 Co-Teaching TOSA  
 AVID TOSA

**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)
667.83	Local Control Funding Formula 4000-4999: Books And Supplies Headphones/other accessories for use during computer based testing
1541.72	Local Control Funding Formula 4000-4999: Books And Supplies Supplies and Materials
1,500.00	Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures ESGI (Educational Software for Guiding Instruction)Assessment Tool or comparable program



3000

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Substitutes/extra pay for hand scoring ICA  
assessments, collaboration, or other data needs

### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

Grade Level Collaboration using Professional Learning Community Model

##### Task:

Teachers will use the Professional Learning Communities model during collaboration time 3 times a month. During collaboration meetings, teams will: 1. Plan and prepare differentiated lessons and activities that align with content standards. 2. Review assessment results and use the results to inform instruction 3. Use assessment results to create WIN groups 4. Develop a plan for re-teaching and or intervention 5. Re-teach, re-assess, review data 6. Devise intervention groups to receive targeted instruction in critical standards for those students who do not master the essential standard after receiving targeted WIN intervention or re-teaching. 7. Teams will plan for tier 2 targeted after school extended day intervention for students who do not demonstrate mastery after receiving support during WIN, taking into consideration focus students in the EL and low-performing student groups.

Teachers will have release time to unit plan for the year and refine their plan after each trimester based on the year/trimester's outcomes and learnings. Teachers will also be provided a roving sub to engage in Classroom Observations each month on the first Wednesday to learn new best practices from their colleagues.

##### Measures:

Local, district and state assessments, meeting notes, intervention cycle, staff meeting debrief

##### People Assigned:

Principal  
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)

15,000

Source(s)

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Certificated Extra Pay/ Substitutes

### Strategy/Activity 5

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

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

All students

**Strategy/Activity**

Instructional Technology

**Task:**

Instructional technology upgrades and professional development will continue during the 2021-2022 school year. Professional development will include the use of technology to enhance the use of our NUSD Scope and Sequence and benchmarks. Professional development will also target pilot projects including the flipped classroom, classroom sets of Chromebooks and collaboration methods. Teachers use Macbook laptops to aid in collaboration and instruction. iPads and Apple TVs will play an integral role in the use and delivery of instruction. All classrooms have been upgraded to include Apple TVs to allow collaboration ease in all classrooms in the district. Two Rivers' library has been updated to 21st century standards and may need instructional technology such as e-readers, digital titles, and Chromebooks to bring it to this standard.

**Measures:**

Walkthroughs to measure technology use in classrooms, reports from administrative portals of software programs, teacher discussions and lesson plans.

**People Assigned:**

Principal  
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)

200.00

Source(s)

Local Control Funding Formula  
4000-4999: Books And Supplies  
Instructional Technology

**Strategy/Activity 6**

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

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

All students

**Strategy/Activity**

Data Analysis and Goal Setting Professional Development

**Task:**

All elementary staff will receive professional development in data analysis, goal setting and target setting during the school year. Teachers will meet with principal to discuss goals and outcomes for the year. The trainings will take place at various times throughout the year include local and state

assessment data to plan, act, monitor and adjust instruction. Site administration will facilitate the meetings.

**Measures:**

Completed goal setting and reflection documents in NUSD portal. Increased use of assessment results to plan and adjust instruction by staff. Grade level or content area teams will engage in the process of target setting during collaboration time throughout the year, as evidenced by collaboration agendas.

**People Assigned:**

Principal  
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)

1500

Local Control Funding Formula  
1000-1999: Certificated Personnel Salaries  
Substitutes/Extra Pay

**Strategy/Activity 7**

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

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

All Students

**Strategy/Activity**

MTSS

**Task:**

Multi-Tiered System of Support (MTSS)

NUSD has implemented actions to provide a Multi-Tiered System of Support (MTSS) with a targeted goal to provide supplemental supports and services to students to ensure that all NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens. Centrally funded actions have included:

Psychologists at every school site, social worker, Co-Teachers on Special Assignment (TOSA), School teams meet district wide regularly to analyze, monitor and adjust targeted district and site actions, with a specific focus on African American and English Learner student success through our diversity, equity and inclusion actions. Site teams are in place at the sites to analyze, monitor and adjust targeted district and site actions. In addition, site collaboration teams, leadership teams work collaboratively to implement and support a Multi-Tiered System of Support for student success and learn more about Trauma-Informed Practices.

**Measures:**

Site determined targets, District Metrics, CAASPP, Suspension/Expulsion, Attendance, Focus on English Learner data.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 8**

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

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

Preschool students

Strategy/Activity

Preschool  
  
Task:  
NUSD is committed to prepare students to enter Kindergarten with a solid foundation in academic and social emotional skills vital to school success. The preschool programs provide school readiness instruction for 3 hours per day, building academic and social emotional readiness for entering Kindergarten the following year.  
  
Measures:  
Preschool enrollment, end of year DRDP assessment results  
  
People Assigned:  
Principal, Preschool team

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 9**

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

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

All students

Strategy/Activity

AVID Schoolwide Implementation  
  
By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an

age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. Implementing AVID school wide will develop a strong college-going culture on our campus and encourage our students at Two Rivers to think about their college and career plans. Teachers will have "College Corners" and speak to students about their college experiences. Teachers will learn strategies to provide the academic foundation students need to be on a path for college and career success, working to close the opportunity gap before it begins.

### 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)
2600.00	Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Substitutes
200.00	Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Extra Hours Pay
6700	ESSA Title I Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Supplemental Materials/Supplies
800.00	Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Registrations/fees
1000	Local Control Funding Formula 4000-4999: Books And Supplies Foundations books/AVID books for grade level teams
2500	Local Control Funding Formula 4000-4999: Books And Supplies Materials/supplies to build college-going environment

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Graduating College and Career Ready Students (District Goal 2)

## LEA/LCAP Goal

Prepare students to be college and career ready

## Goal 5

Two Rivers will work with the Natomas Unified School District to provide exposure to academic opportunities and college readiness within the elementary years for Two Rivers students. Two Rivers will create an infrastructure and system for college readiness that is fluid from elementary school to the secondary schools by implementing AVID strategies school wide. AVID Elementary evaluations of student and teacher awareness, implementation, and belief of college readiness are used to measure the effectiveness of these strategies.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

Analysis of 4 year cohort graduation rate, A-G completion rate, High School Drop Out Rate, Middle School Drop Out Rate, SAT, and EAP data for NUSD.

What process will you use to monitor and evaluate the data?

Principal, Teachers, District personnel, Office of the CAO

What did the analysis of the data reveal that led you to this goal?

Students need additional learning opportunities to assist in the retention of academic opportunities and college readiness within the elementary school, in order to create an infrastructure that is fluid throughout their educational experience in the Natomas Unified School District.

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

3rd grade students

#### Strategy/Activity

3rd Grade College Field Trips

**Task:**

All third grade classes will participate in a college field trip during the 2021-2022 school year. Historically, this has been a centrally arranged physical trip; in light of current COVID restrictions, teachers have been continuing this access virtually. This trip - physical or virtual - is part of a district wide effort to increase college and career readiness. Exposure to academic opportunities and college readiness starts in the earliest years of development and this experience will provide much needed exposure to options available for all students and their families. Field trips of this nature strengthen our college-going culture as we implement AVID school wide.

**Measures:**

Roster of participants

**People Assigned:**

Teachers and Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate & Culture of College and Career Readiness (District Goal 4)

## LEA/LCAP Goal

Create safe and welcoming learning environments where students attend and are connected to their schools

## Goal 6

Our monthly attendance rates will be above 98%

## Identified Need

What data did you use to form this goal (findings from data analysis)?  
 Student attendance and suspension data from previous years.

What process will you use to monitor and evaluate the data?  
 Review of weekly attendance and suspension reports, along with weekly attendance meetings monitoring chronic absenteeism and mental health team meetings to discuss Covitality results and teacher referrals.

What did the analysis of the data reveal that led you to this goal?  
 Our overall school attendance is historically good, but we have begun to see a waning trend this year due to COVID related absences and independent study limitations. We would like it to improve as well as reduce our suspension rate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism rate	5.2% chronically absent	no more than 4% chronically absent
Suspension rate	4.1% suspended at least once	no more than 3% suspended at least once
Overall attendance rate	97.61%	98%

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

## Strategy/Activity 1

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

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



All students

### Strategy/Activity

Positive Home School Partnerships

#### Task:

Maintain positive home school partnerships through formal school events such as Friday assemblies, monthly PTA meetings, monthly SSC meetings and on-going verbal and written communication, our school website and regular newsletters emailed home. Additionally, utilize and encourage parent volunteers, and continue to promote positive school-wide behavior through modeling personal standards, school expectations and reinforcement strategies.

#### Measures:

Family participation at meetings, sign in sheets and responses to school events

#### People Assigned:

Teachers, Principal, Parents, Community Members

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

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

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

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

All students

### Strategy/Activity

After school enrichment opportunities will increase attendance by creating more ways for students to connect and engage in school.

#### Task:

A variety of after school clubs and enrichment opportunities will be provided at a low cost or no cost to enrolled students. Opportunities are provided 5 days a week from 2:00-3:00 and 3:00-4:00 for groups of 10 or more students. The opportunities include but are not limited to: Voices of the Otters Choir, Spanish, Japanese, Chess, Drumming, Cooking, Art of the Masters, Soccer, and Garden Club. We hope to revitalize this in the spring of 2022; during COVID we have offered virtual options and would like to return to in-person once it is safe to have volunteers to run the classes again.

#### Measures:

Walkthroughs, surveys, daily attendance

#### People Assigned:

Principal, Teachers, Support Staff and 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)

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

PBIS Development of School Climate/Community

**Task:**

Develop a school leadership team(s) to guide staff development of school-wide implementation of the Trauma-Informed PBIS model and/or equivalent behavior intervention system/strategies. Substitutes for teachers to attend training and incentives for students. Culture building activities and materials for staff.

**Measures:**

Infinite Campus, Data Warehouse, increased recognition opportunities for desired student behavior. Awards for improvement, attendance, and behavior. Reduced number of referrals/suspensions

**People Assigned:**

PBIS team, Instructional Leadership team, principal

**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)

4600.00	Local Control Funding Formula 4000-4999: Books And Supplies Materials/Supplies
500.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Substitutes/Extra Pay
322.98	ESSA Title I Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies

	Strong Kids (or equivalent) curriculum to support PBIS
500.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Nominal, low-cost incentives for positively reinforcing student behavior
1500.00	ESSA Title I Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Collaborative Classroom (or equivalent) to build supports for Trauma informed classrooms and community building circles

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Developing Programs to Increase Student Achievement and Retain and Boost Enrollment

## LEA/LCAP Goal

Create safe and welcoming learning environments where students attend and are connected to their schools

## Goal 7

Continue to develop and define the school's vision and area(s) of focus as we develop our identity as an AVID Elementary School as indicated by AVID Center.

## Identified Need

What data did you use to form this goal (findings from data analysis)?  
Continued progress needs to be made to establish our clear identity as an AVID school within NUSD.

What process will you use to monitor and evaluate the data?  
Number of classes per grade level, submitted evidence of AVID strategies through the CCI, attendance data, and CAASPP achievement.

What did the analysis of the data reveal that led you to this goal?  
Achievement of students in grade levels as compared to others in our CORE cohort.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Coaching and Certification Instrument (CCI)	Met goals for students in two or more grade levels in each area	Meet goals for students throughout the school in each area
AVID Elementary Assessments	new measure	All students meet requirements or improve by one level by the end of the year in grades 3-5

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)

Instructional Leadership/AVID Site Team

## Strategy/Activity

### Refine School Mission/Area(s) of Focus

#### Task:

Work collaboratively with staff to refine school vision/mission to increase student achievement. Continue to develop an area of school focus (AVID) with a plan for implementation of area of focus.

#### Measures:

Meeting minutes, questionnaires, written plan

#### People Assigned:

Teachers, Principal, Instructional Leadership/AVID Site Team, and School Site Council

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

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School to Home Collaboration to Support Student Achievement (District Goal 3)

## LEA/LCAP Goal

Engage parents and families to support student success in school

## Goal 8

We hope to begin to re-integrate parent engagement opportunities this year. By the end of the year, at least 75% of parents will attend a school event/activity as evidenced by photographs, sign in sheets, or an emailed Google form.

## Identified Need

What data did you use to form this goal (findings from data analysis)?  
Cessation of in-person events and waning attendance at virtual events.

What process will you use to monitor and evaluate the data?  
Review of sign in sheets that are collected, PTA membership, Google Forms.

What did the analysis of the data reveal that led you to this goal?  
Two Rivers can improve our parent involvement and positive community visibility.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA membership	127 members	175 members
Google Form response	new measure	75%
Parent/Teacher conference attendance	new measure	95%

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Parent Engagement and Education

**Task:**

Parent University provided opportunities for schools and parents to engage as educational partners for an outcome of student success. In addition to supporting schools with connecting parent to resources and information to increase parent engagement. Parent University will also facilitate the Strengthening Families program and parent events throughout the year to inform and engage parents around college and career readiness, A-G information and resources, and other activities aligned with NUSD District Goals, District initiatives and identified needs, as well as NUSD Steps to Success. These opportunities may occur at Coffee and Conversation events hosted by the Principal on Friday mornings once a month.

**Measures:**

Parent enrollment and attendance records, parent survey, evidence of resources at school sites.

**People Assigned:**

Parent University Staff, Principal, Office of the CAO

**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)

548.00

Local Control Funding Formula  
5700-5799: Transfers Of Direct Costs  
Parent Engagement Events; food, supplies

# 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	\$31,590
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$79,993.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
ESSA Title I Part A, Basic Grants Low Income and Neglected	\$31,590.00
Local Control Funding Formula	\$48,403.00

Subtotal of state or local funds included for this school: \$79,993.00

Total of federal, state, and/or local funds for this school: \$79,993.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Local Control Funding Formula	48,403	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
ESSA Title I Part A, Basic Grants Low Income and Neglected	31,590.00
Local Control Funding Formula	48,403.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,456.50
2000-2999: Classified Personnel Salaries	2,483.26
4000-4999: Books And Supplies	22,661.24
5700-5799: Transfers Of Direct Costs	548.00
5800: Professional/Consulting Services And Operating Expenditures	13,344.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	ESSA Title I Part A, Basic Grants Low Income and Neglected	7,756.50
2000-2999: Classified Personnel Salaries	ESSA Title I Part A, Basic Grants Low Income and Neglected	2,483.26
4000-4999: Books And Supplies	ESSA Title I Part A, Basic Grants Low Income and Neglected	10,306.24

5800: Professional/Consulting Services And Operating Expenditures	ESSA Title I Part A, Basic Grants Low Income and Neglected	11,044.00
	Local Control Funding Formula	1,500.00
1000-1999: Certificated Personnel Salaries	Local Control Funding Formula	31,700.00
4000-4999: Books And Supplies	Local Control Funding Formula	12,355.00
5700-5799: Transfers Of Direct Costs	Local Control Funding Formula	548.00
5800: Professional/Consulting Services And Operating Expenditures	Local Control Funding Formula	2,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,791.52
Goal 2	2,500.00
Goal 3	4,064.45
Goal 4	52,666.05
Goal 6	7,422.98
Goal 8	548.00

# School Site Council Membership

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

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

Name of Members	Role
Colleen Perry	Principal
Nicole Swonger	Classroom Teacher
Victoria Lewis	Parent or Community Member
Michael Mills	Parent or Community Member
Isaac Bojorquez	Parent or Community Member
Kristin Ayers	Classroom Teacher
Kayla Crain	Parent or Community Member
Typhanie Ricci-Western	Parent or Community Member
Amber Groeling	Classroom Teacher
Shawn Ripley	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/4/2020.

Attested:



Principal, Colleen Perry on 11/4/2020



SSC Chairperson, Isaac Bojorquez on 11/4/2020

# 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.**

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019