

# 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
Adobe Bluffs Elementary School	37682966110878	11/3/2022	12/15/2022

## School Vision and Mission

### Vision Statement:

To create an inclusive, innovative, world class learning community for each and every child, staff, and family member and to empower learners to be global thinkers, creative problem solvers and kind citizens.

### Mission Statement

Adobe Bluffs Elementary School is a Professional Learning Community with a clear shared purpose and a collective responsibility to provide a supportive collaborative environment which ensures academic and social growth for all students

## School Profile

Adobe Bluffs Elementary School is an exceptional model of a successful neighborhood school, located in the Poway Unified School District, a large suburban district in San Diego County. We are known for creating a caring, collaborative learning environment that emphasizes student and family engagement as integral components to expanding opportunities for our students to gain local, national, and global access. Real life project based experiences, such as Lego League, Voyager Program, Foreign Language and culture for Elementary School Students, and Mandarin Immersion Programs have all been developed to ensure that our students are well prepared world class learners and citizens. Our professional learning community includes our parents, who are partners in education. Our parent teacher association designs the focus of our learning for our monthly Coffee with the Principal so that the topics are directly relevant to the needs to our school. Adobe Bluffs was recognized as a 2020 National Blue Ribbon School from U.S. State Department of Education and continues to celebrate our many awards in innovation and acceleration. In 2022, our school was honored a California Pivotal Practice School, and we earned the honor of being named a National PTA School of Excellence 2021-2023.

Adobe Bluffs opened in 1992 and our strong community ties help create our unique Adobe Bluffs family. As a staff and community, we are committed to ALL students having access to, and success with, a rigorous, California standards based curriculum. Our Adobe Bluffs culture is firmly established, as staff, students and parents work side by side to maximize student academic and social emotional growth. Students are known by name by the many staff members, from playground supervisors to the office staff, who care about them and share a collective responsibility for each child's success. We practice and highlight *character education*. We

believe in inclusion and our students with disabilities are integrated into mainstream classes. We share experiences and promote inclusion and diversity at our annual Ability Awareness Day. Adobe Bluffs continues to put volunteer and community partnership at the forefront, even though the Covid pandemic meant changing the platform in which our volunteers work with us through virtual visits and instruction. We ensure that our guests and staff are as diverse as our students and represent bilingual and trilingual academic excellence, so that our students are modeled what it means to be a scholar. Parents are involved in school operations, like our drop off circle, as well as instruction, like our arts and science program and even our socio-emotional physical education club. We engage students and provide opportunities for children to realize their potential as explorers, engineers, investigators, musicians, actors, authors, and scientists. Adobe Bluffs is centered on building friendship and academic excellence for all!

## **Educational Partner 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**

ABES understands the importance of including all stakeholders in the process of developing and monitoring our School Plan for Learner Achievement. In collaboration with PTA, we earned the National PTA School of Excellence Award for our home and school partnership.

Parents are encouraged to be a part of our site planning in the following ways:

- participate in the California Healthy Kids survey (CHKS)
- complete surveys to measure social emotional health and needs
- attend Back to School Night in August
- School Site Council
- Site Safety Committee
- attend parent events
- attend monthly Principal Coffee talk, monthly agenda created in collaboration with PTA
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings
- parents are made aware of these opportunities through weekly call-out/emails, PTA newsletters, ABES Education Foundation, site website, social media, and classroom newsletters.

Our SPSA and accompanying budgets are shared with School Site Council while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.43%	0.8%	0.81%	2	4	4
Asian	35.42%	36.6%	36.31%	164	174	179
Filipino	5.62%	6.5%	7.30%	26	31	36
Hispanic/Latino	11.45%	11.0%	10.75%	53	52	53
Pacific Islander	0.43%	%	%	2		
White	30.45%	31.0%	27.99%	141	147	138
Multiple/No Response	12.96%	13.3%	16.84%	60	63	83
	<b>Total Enrollment</b>			463	475	493

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	107	115	109
Grade 1	77	77	93
Grade 2	77	79	73
Grade 3	78	79	79
Grade 4	57	72	74
Grade 5	67	53	65
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	463	475	493

### Conclusions based on this data:

1. Our school has experienced an increase in enrollment numbers over the past three years.

2. There was a significant drop in students from Kindergarten to 1st grade, especially when examining the Kindergarten students from 2019-20 to 2020-21 and search year when looking at cohorts. This continued in the 2021-22 school year.

# School and Student 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	85	75	54	19.8%	16.2%	11.40%
Fluent English Proficient (FEP)	45	81	92	10.5%	17.5%	19.40%
Reclassified Fluent English Proficient (RFEP)	4	15	27	5.7%	17.6%	36.00%

### Conclusions based on this data:

1. We had a steady increase in EL students (RREP) students being reclassified at ABES.
2. There is a decrease in the number of EL students from 2018-19 to 2020-21

# Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76			75			75			98.7		
Grade 4	76			76			76			100.0		
Grade 5	69			68			68			98.6		
Grade 11												
All Grades	221			219			219			99.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2497.			58.67			22.67			9.33			9.33		
Grade 4	2547.			59.21			25.00			13.16			2.63		
Grade 5	2603.			67.65			25.00			2.94			4.41		
Grade 11															
All Grades	N/A	N/A	N/A	61.64			24.20			8.68			5.48		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.00			48.00			8.00		
Grade 4	42.11			55.26			2.63		
Grade 5	51.47			48.53			0.00		
Grade 11									
All Grades	45.66			50.68			3.65		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.67			44.00			13.33		
Grade 4	31.58			64.47			3.95		
Grade 5	60.29			36.76			2.94		
Grade 11									
All Grades	44.29			48.86			6.85		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.00			64.00			8.00		
Grade 4	26.32			71.05			2.63		
Grade 5	32.35			66.18			1.47		
Grade 11									
All Grades	28.77			67.12			4.11		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.67			53.33			8.00		
Grade 4	38.16			56.58			5.26		
Grade 5	47.06			51.47			1.47		
Grade 11									
All Grades	41.10			53.88			5.02		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	288	179	62.2	294	224	76.2
African-American	2	*	*	3	*	*
Asian	84	66	78.6	86	70	81.4
Caucasian						

Filipino	18	9	50	18	10	55.6
Hispanic	36	13	36.1	36	19	52.8
Other	71	45	63.4	71	61	85.9
English Learners	21	5	23.8	23	10	43.5
Students with Disabilities	44	18	40.9	43	22	51.2
Socioeconomically Disadvantaged	34	16	47.1	36	21	58.3
Foster Youth						
Homeless Youth	5	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	71	34	47.9	73	47	64.4
African-American	1	*	*	1	*	*
Asian	13	9	69.2	14	9	64.3
Caucasian	20	9	45	21	12	57.1
Filipino	5	*	*	5	*	*
Hispanic	11	2	18.2	11	5	45.5
Other	21	12	57.1	21	18	85.7
English Learners	4	*	*	5	*	*
Students with Disabilities	13	5	38.5	13	5	38.5
Socioeconomically Disadvantaged	13	3	23.1	13	6	46.2
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 3</b>						
All Students	75	47	62.7	76	55	72.4
African-American						
Asian	32	24	75	32	26	81.3
Caucasian	13	8	61.5	14	11	78.6
Filipino	4	*	*	4	*	*
Hispanic	5	*	*	5	*	*
Other	21	12	57.1	21	15	71.4
English Learners	6	*	*	6	*	*



	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	11	3	27.3	11	3	27.3
Socioeconomically Disadvantaged	10	*	*	10	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 4</b>						
All Students	74	49	66.2	76	64	84.2
African-American						
Asian	20	17	85	21	19	90.5
Caucasian	20	12	60	21	19	90.5
Filipino	4	*	*	4	*	*
Hispanic	14	8	57.1	14	9	64.3
Other	16	11	68.8	16	15	93.8
English Learners	5	*	*	6	*	*
Students with Disabilities	9	*	*	9	*	*
Socioeconomically Disadvantaged	8	*	*	9	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 5</b>						
All Students	68	49	72.1	69	58	84.1
African-American	1	*	*	2	*	*
Asian	19	16	84.2	19	16	84.2
Caucasian	24	17	70.8	24	21	87.5
Filipino	5	*	*	5	*	*
Hispanic	6	*	*	6	*	*
Other	13	10	76.9	13	13	100
English Learners	6	*	*	6	*	*
Students with Disabilities	11	5	45.5	10	*	*
Socioeconomically Disadvantaged	3	*	*	4	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	21	0	42.86	4.76	52.38
African-American					
Asian	9	0	44.44	0	55.56
Caucasian	6	0	33.33	0	66.67
Filipino					
Hispanic	1	0	100	0	0
Other	5	0	40	20	40
English Learners	3	0	100	0	0
Students with Disabilities	2	0	0	0	100
Socioeconomically Disadvantaged	3	0	66.67	0	33.33
Foster Youth					
Homeless Youth					

Datasource – CALPADS and Synergy

**Conclusions based on this data:**

1. iReady data fall to winter showed overall 76% of students at met or exceeds standards. Three students were significantly below the school-wide average. Hispanic students were at 53% and students with disabilities were at 51% and English learners were at 20% who met or exceeds standards in Winter iReady.
2. Our 2022 CAASPP data show that 85.84% of our students have met or exceeded standards in ELA.
3. Our 2022 CAASPP data shows that 55.6% of our English Learners and 60% of our students with disabilities have met or exceeded standards in ELA.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76			75			75			98.7		
Grade 4	76			76			76			100.0		
Grade 5	69			68			68			98.6		
Grade 11												
All Grades	221			219			219			99.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2514.			61.33			24.00			6.67			8.00		
Grade 4	2560.			60.53			28.95			6.58			3.95		
Grade 5	2588.			52.94			23.53			17.65			5.88		
Grade 11															
All Grades	N/A	N/A	N/A	58.45			25.57			10.05			5.94		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60.00			32.00			8.00		
Grade 4	64.47			30.26			5.26		
Grade 5	54.41			35.29			10.29		
Grade 11									
All Grades	59.82			32.42			7.76		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58.67			34.67			6.67		
Grade 4	64.47			31.58			3.95		
Grade 5	48.53			39.71			11.76		
Grade 11									
All Grades	57.53			35.16			7.31		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57.33			40.00			2.67		
Grade 4	52.63			40.79			6.58		
Grade 5	50.00			42.65			7.35		
Grade 11									
All Grades	53.42			41.10			5.48		

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	290	155	53.4	297	207	69.7
African-American	2	*	*	3	*	*
Asian	85	59	69.4	87	70	80.5
Caucasian	77	44	57.1			
Filipino	19	6	31.6	18	10	55.6
Hispanic	36	8	22.2	38	13	34.2
Other	71	37	52.1	71	56	78.9
English Learners	21	4	19	24	9	37.5
Students with Disabilities	45	16	35.6	46	22	47.8
Socioeconomically Disadvantaged	34	11	32.4	37	21	56.8
Foster Youth						
Homeless Youth	5	*	*	5	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	72	41	56.9	73	55	75.3
African-American	1	*	*	1	*	*
Asian	14	11	78.6	14	12	85.7
Caucasian	20	13	65	21	17	81
Filipino	5	*	*	5	*	*
Hispanic	11	2	18.2	11	4	36.4
Other	21	14	66.7	21	19	90.5
English Learners	4	*	*	5	*	*
Students with Disabilities	13	5	38.5	13	7	53.8
Socioeconomically Disadvantaged	13	3	23.1	13	9	69.2
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 3</b>						
All Students	75	36	48	77	52	67.5
African-American						
Asian	32	20	62.5	33	25	75.8
Caucasian	13	7	53.8	14	11	78.6
Filipino	4	*	*	4	*	*
Hispanic	5	*	*	5	*	*
Other	21	7	33.3	21	13	61.9
English Learners	6	*	*	6	*	*
Students with Disabilities	11	3	27.3	12	3	25
Socioeconomically Disadvantaged	10	*	*	10	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
<b>Grade 4</b>						
All Students	75	43	57.3	77	56	72.7
African-American						
Asian	20	15	75	21	19	90.5

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	20	13	65	21	16	76.2
Filipino	5	*	*	4	*	*
Hispanic	14	5	35.7	15	6	40
Other	16	8	50	16	12	75
English Learners	5	*	*	6	*	*
Students with Disabilities	10	*	*	10	*	*
Socioeconomically Disadvantaged	8	*	*	10	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 5</b>						
All Students	68	35	51.5	70	44	62.9
African-American	1	*	*	2	*	*
Asian	19	13	68.4	19	14	73.7
Caucasian	24	11	45.8	24	14	58.3
Filipino	5	*	*	5	*	*
Hispanic	6	*	*	7	*	*
Other	13	8	61.5	13	12	92.3
English Learners	6	*	*	7	*	*
Students with Disabilities	11	5	45.5	11	7	63.6
Socioeconomically Disadvantaged	3	*	*	4	*	*
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	29	0	34.48	6.9	58.62
African-American					
Asian	12	0	16.67	16.67	66.67
Caucasian	9	0	44.44	0	55.56
Filipino					
Hispanic	2	0	100	0	0
Other	6	0	33.33	0	66.67
English Learners	4	0	50	25	25
Students with Disabilities	2	0	0	0	100
Socioeconomically Disadvantaged	4	0	50	0	50
Foster Youth					
Homeless Youth					

**Conclusions based on this data:**

1. iReady data fall to winter showed overall 69% of students at met or exceeds standards. Two students were significantly below the school-wide average. Hispanic students were at 34% and students with disabilities were at 49% at met or exceeds standards in Winter iReady.
2. Our 2022 CAASPP data show that 84% of our students have met or exceeded standards in mathematics.
3. Our 2022 CAASPP data shows that 50% of our English Learners and 63% of our students with disabilities have met or exceeded standards in mathematics.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1404.0	1472.7	1485.6	1393.7	1454.4	1484.3	1428.1	1515.4	1488.7	22	24	16
<b>1</b>	1547.5	*	1478.4	1556.6	*	1499.7	1538.0	*	1456.3	23	10	11
<b>2</b>	1517.1	*	*	1535.6	*	*	1498.2	*	*	16	6	5
<b>3</b>	*	1554.4	*	*	1560.6	*	*	1547.5	*	4	11	6
<b>4</b>	*	*	*	*	*	*	*	*	*	5	7	5
<b>5</b>	*		*	*		*	*		*	7		6
<b>All Grades</b>										77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	36.36	54.17	37.50	31.82	33.33	50.00	4.55	4.17	12.50	27.27	8.33	0.00	22	24	16
<b>1</b>	56.52	*	27.27	39.13	*	36.36	0.00	*	27.27	4.35	*	9.09	23	*	11
<b>2</b>	50.00	*	*	31.25	*	*	0.00	*	*	18.75	*	*	16	*	*
<b>3</b>	*	54.55	*	*	45.45	*	*	0.00	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	46.75	41.38	38.78	29.87	46.55	38.78	5.19	3.45	20.41	18.18	8.62	2.04	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	31.82	33.33	43.75	36.36	58.33	43.75	4.55	0.00	12.50	27.27	8.33	0.00	22	24	16
<b>1</b>	73.91	*	45.45	17.39	*	36.36	4.35	*	9.09	4.35	*	9.09	23	*	11
<b>2</b>	81.25	*	*	0.00	*	*	0.00	*	*	18.75	*	*	16	*	*
<b>3</b>	*	63.64	*	*	36.36	*	*	0.00	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	58.44	50.00	53.06	20.78	39.66	32.65	2.60	1.72	12.24	18.18	8.62	2.04	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	36.36	58.33	25.00	22.73	29.17	37.50	18.18	4.17	37.50	22.73	8.33	0.00	22	24	16
<b>1</b>	43.48	*	18.18	34.78	*	27.27	17.39	*	36.36	4.35	*	18.18	23	*	11
<b>2</b>	12.50	*	*	62.50	*	*	6.25	*	*	18.75	*	*	16	*	*
<b>3</b>	*	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	29.87	34.48	22.45	35.06	46.55	34.69	18.18	10.34	36.73	16.88	8.62	6.12	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	40.91	58.33	56.25	31.82	33.33	43.75	27.27	8.33	0.00	22	24	16
<b>1</b>	91.30	*	54.55	4.35	*	36.36	4.35	*	9.09	23	*	11
<b>2</b>	62.50	*	*	25.00	*	*	12.50	*	*	16	*	*
<b>3</b>	*	81.82	*	*	18.18	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	57.14	65.52	53.06	25.97	25.86	44.90	16.88	8.62	2.04	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	18.18	25.00	31.25	54.55	66.67	68.75	27.27	8.33	0.00	22	24	16
<b>1</b>	60.87	*	36.36	34.78	*	54.55	4.35	*	9.09	23	*	11
<b>2</b>	75.00	*	*	6.25	*	*	18.75	*	*	16	*	*
<b>3</b>	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	51.95	34.48	46.94	29.87	55.17	51.02	18.18	10.34	2.04	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	22.73	41.67	37.50	54.55	50.00	56.25	22.73	8.33	6.25	22	24	16
<b>1</b>	82.61	*	54.55	13.04	*	18.18	4.35	*	27.27	23	*	11
<b>2</b>	25.00	*	*	56.25	*	*	18.75	*	*	16	*	*
<b>3</b>	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	40.26	39.66	32.65	40.26	51.72	53.06	19.48	8.62	14.29	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	50.00	75.00	62.50	27.27	16.67	37.50	22.73	8.33	0.00	22	24	16
<b>1</b>	34.78	*	9.09	47.83	*	81.82	17.39	*	9.09	23	*	11
<b>2</b>	18.75	*	*	68.75	*	*	12.50	*	*	16	*	*
<b>3</b>	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>	33.77	46.55	46.94	46.75	44.83	48.98	19.48	8.62	4.08	77	58	49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

## Alternative Metrics EL Students

**Conclusions based on this data:**

1. Our EL students are having the biggest challenges in the writing domains, which is similar to most students, who learn to listen, speak, read, and write.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
<b>African American</b>	4	4	5		0	*		0	*
<b>American Indian or Alaskan</b>									
<b>Asian</b>	177	176	191	3	3	15	1.69	1.7	7.85
<b>Filipino</b>	26	35	35	1	1	9	3.85	2.86	25.71
<b>Hispanic or Latino</b>	57	56	66	4	6	22	7.02	10.71	33.33
<b>Did not Report</b>									
<b>Pacific Islander</b>	2			*			*		
<b>Two or More Races</b>	64	72	87	2	1	18	3.13	1.39	20.69
<b>White</b>	147	142	143	3	3	30	2.04	2.11	20.98
<b>Male</b>									
<b>Female</b>									
<b>English Learners</b>	50	62	59	4	3	16	8	4.84	27.12
<b>Students with Disabilities</b>		70			7			10	
<b>Socioeconomically</b>		58	60		7	26		12.07	43.33
<b>Total</b>	477	485	527	14	14	96	2.94	2.89	18.22

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Due to Covid and health guidelines, our chronic absenteeism increased to 18%.
2. Our chronic absenteeism rate in our socioeconomically disadvantaged student population was at 43% and our Hispanic/Latino student population was at 33%, a significantly higher rate than the school wide average.

# Student Performance Data

## Suspension Data

	*2019-20	2020-21	2021-22
<b>Suspensions Rate</b>	0.21	0.00	0

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. We have worked towards 0 suspensions in the 2020-21 school year and again in the 2021-22 school year.

# Student Performance Data

## Graduation Rate

	*2019-20	2020-21	2021-22
<b>Graduation Rate</b>			

\* Preliminary Data

### Conclusions based on this data:

1. Graduation rate does not apply to Adobe Bluffs Elementary, as our highest grade is 5th grade at our site.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 1: Mathematics

By spring of 2023, 86% of ABES students will meet or exceed standards in grades 3-5 (an increase of 2%), as measured by CAASPP Math and in grades K-2 (an increase of 13%), as measured by iReady.

## Identified Need

Identified need is based on analyzing data from CAASPP, iReady, and grade level team collaboration. Additional impact focus will be on students who are almost meeting standards, specifically in the underrepresented groups including students with disabilities, EL, Hispanic, and African-American populations.

## Alternative Metrics

In the 2021-2022 school year, fall to winter iReady showed these groups significantly not on track to meeting or exceeding standards.

Hispanic 34%

English Learner 25%

Students with Disabilities 48%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the mathematics portion of the Spring 2023 CAASPP for grade 3-5 students. iReady diagnostics in the fall 2022 for all grades and summative for K-2 in spring 2023.	Our spring 2022, CAASPP mathematics data show 84% of our students at "standards met" or "standard exceeded." Our most recent iReady Fall 2022 school-wide data show that 55% of our students are at "standards met" or standard exceeded."	The percentage of all students with scores of "standard met" or "standard exceeded" on the Spring 2022 CAASPP mathematics will be 86%, in our 2nd year taking CAASPP for grades 3-5 and on Spring 2023 iReady mathematics for grades K-2.
<b>English Learner</b> EL student data from the mathematics portion of the Spring 2023 CAASPP for grade 3-5 students. iReady diagnostics in the fall 2022 for all grades and summative for K-2 in spring 2023.	Our spring 2022 CAASPP mathematics, show 50% of our 3rd-5th grade English learners at "standards met" or "standards exceeded." Our most recent iReady Fall 2022 school-wide data show that 55% of our students are at "standards met" or "standard exceeded."	The percentage of English learner students with scores of "standard met" or "standard exceeded" on the Spring 2023 CAASPP mathematics will be at 60%.
<b>EDY/Title I</b> EDY/Title 1 data from the mathematics portion of the Spring 2023 CAASPP for grade 3-5	Our spring 2022 CAASPP data show 63% of our EDY/Title 1 learners at "standards met" or "standards exceeded" Our most	The percentage of EDY/Title 1 students with scores of "standard met" or "standard exceeded" on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students. iReady diagnostics in the fall 2022 for all grades and summative for K-2 in spring 2023.	recent iReady Fall 2022 school-wide data show that 55% of our students are at "standards met" or "standard exceeded"	the Spring 2023 CAASPP mathematics will be at 73%
<b>Student with Disabilities</b> Student with disabilities data from the mathematics portion of the Spring 2023 CAASPP for grade 3-5 students. iReady diagnostics in the fall 2022 for all grades and summative for K-2 in spring 2023.	Our spring 2022 CAASPP mathematics, show 63% of our 3rd-5th grade Students with disabilities at "standards met" or "standards exceeded." Our most recent iReady Fall 2022 school wide baseline show that 55% of our students are at "standards met" or standard exceeded."	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2022 CAASPP mathematics will be at 73%.

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

## Strategy/Activity 1

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

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

EDY/EL and other learners who are below proficiency in the area of mathematics (K-5).

### Strategy/Activity

Impact teacher and teachers will be released to target needs to support students. Impact groups, meeting 4 times a week for 30 minutes, will be flexible and consistently monitored based on iReady data and teacher assessments throughout the school year.

### 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)
800	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries See Goal 2 for budgeted expenditures.
2440	English Learners 1000-1999: Certificated Personnel Salaries
10000	Foundation 1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

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

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

Students who are identified as EL and students with varying learning needs will receive targeted intervention



## Strategy/Activity

To best meet our learners of varying needs in the area of mathematics, through our professional learning community (dedicated time at faculty meetings), teachers will collaborate, attend learning opportunities, and observe other teachers to gain information around best instructional practices to close the gaps in learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Our teachers administered math IReady, performance tasks, unit assessments and supported our learners through teacher small group instruction. This year we will continue to use a variety of assessments to monitor progress and make instructional decisions.

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

There were no major differences.

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

We will focus on our EL students on incorporating math strategies in daily classroom instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 2: English Language Arts

By spring of 2023, 88% of ABES students will meet or exceeds standards in grades 3-5 (an increase of 2%), as measured by CAASPP ELA and in grade 2 (an increase of 12%), as measured by iReady ELA.

### Identified Need

Identified need is based on analyzing data from a variety of sources, including academic assessments, parent surveys, attendance, and student discipline. The evaluation of assessments is with the collaboration of our Instructional Leadership Team (ILT).

### Alternative Metrics

In the 2021-2022 school year, fall to winter iReady showed these groups significantly not on track to meeting or exceeding standards.

Hispanic 52.8%

English Learner 20%

Students with Disabilities 51%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the ELA portion of the Spring 2023 CAASPP grades grades 3-5. iReady diagnostics in the fall for grades 2-5.	Our spring 2022 CAASPP ELA baseline show 88% of 3rd-5th grade learners at "standards met" or "standards exceeded." Our recent iReady baseline is from the fall 2022 assessment, where students in 2nd-5th grade are at 67% meeting benchmark standards.	The percentage of all learners with scores of "standard met" or "standard exceeded" on the Spring 2023 CAASPP ELA/Literacy will be 88%.
<b>English Learner</b> Data from the ELA portion of the Spring 2023 CAASPP for learners identified as English Learners.	Our spring 2022 CAASPP ELA baseline show 56% of 3rd-5th grade English language learners at "standards met" or "standards exceeded." Our recent school iReady baseline is from the fall 2022 assessment, where students in 2nd-5th grade are at 67% meeting benchmark standards.	The percentage of English Learners with scores of "standard met" or "standard exceeded" on the Spring 2023 CAASPP ELA/Literacy will be at 66%.
<b>EDY/Title I</b> Data from the ELA portion of the Spring 2023 CAASPP for learners identified as EDY/Title 1.	Our spring 2022 CAASPP ELA baseline shows 77% of 3rd-5th grade EDY/Title 1 learners at "standards met" or "standards	The percentage of EDY/Title 1 Learners with scores of "standard met" or "standard exceeded" on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	exceeded." Our recent iReady baseline is from the fall 2022 assessment, where student in 2nd-5th grade are at 67% meeting benchmark standards.	the Spring 2023 CAASPP ELA/Literacy will be at 85%.
<b>Student with Disabilities</b> Data from the ELA portion of the Spring 2023 CAASPP for learners identified as student with disabilities.	Our spring 2022 CAASPP ELA baseline shows 60% of 3rd-5th grade students with disabilities at "standards met" or "standards exceeded." Our recent iReady baseline is from the fall 2022 assessment, where student in 2nd-5th grade are at 67% meeting benchmark standards.	The percentage of students with disabilities with scores of "standard met" or "standard exceeded" on the Spring 2023 CAASPP ELA/Literacy will be at 70%.

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

## Strategy/Activity 1

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

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

Learners who are below proficiency in the area of Literacy/ELA (K-5).

### Strategy/Activity

Intervention teacher and time for teaching staff to plan and develop strategies to implement impact for struggling students. Learner grouping will be flexible and consistently monitored based on data throughout the year.

### 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)
800	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Funds will be utilized for substitute teachers so that our core teachers will be able to receive professional training and/or collaboration through Learning Walks, PLC, PBIS to elevate instruction.
3000	English Learners 1000-1999: Certificated Personnel Salaries Funds will be utilized for substitute teachers to provide additional learning and intervention.
10000	Foundation 1000-1999: Certificated Personnel Salaries Funds will be utilized for impact teachers.
500	English Learners 2000-2999: Classified Personnel Salaries

1300	English Learners 4000-4999: Books And Supplies
2400	English Learners 5800: Professional/Consulting Services And Operating Expenditures

## 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

To best meet the needs of all of our learners in the area of English Language Arts, our professional learning community will collaborate with dedicated time at faculty meeting and attend learning opportunities and share with all staff to maximize iReady, daily comprehension discussions, and peer academic discussions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Our teachers administered ELA iReady, performance tasks, unit assessments and supported our learners through teacher small group instruction. This year we will continue to use a variety of assessments to monitor progress and make instructional decisions.

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

There were no major differences.

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

Strategic focus will be on students who are below proficiency level but all students will be targeted in increasing skills in English Language Arts.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 3: Socio-Emotional/Behavior

By Spring 2023, students will show improvement in the areas of resiliency and problem solving and our school-wide attendance will improve to an average of 97%.

### Identified Need

This need for improvement in resiliency and problem-solving was identified based on input from our upper grades students, teachers, staff, and parents. On a survey to our upper grade students 48% of our students indicated they would like help feeling better about themselves. We will continue to examine our attendance data to ensure that students are improving resiliency and problem-solving skills. If our students are feeling good about themselves and developing resiliency, then our attendance rate will increase.

### Alternative Metrics

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> School wide attendance will be monitored.	School-wide attendance was at 95% in September of 2021, the beginning of the school year, and 92% in May 2022, the last full month of the school year.	At Adobe Bluffs by Spring 2023, our school wide attendance will be no lower than our school wide average.
<b>English Learner</b> EL student attendance will be monitored.	School-wide attendance was at 95% in September of 2021, the beginning of the school year, and 92% in May 2022, the last full month of the school year.	At Adobe Bluffs by Spring 2023, our EL student attendance will be no lower than our school-wide average.
<b>EDY/Title I</b> EDY/Title 1 attendance will be monitored.	School-wide attendance was at 95% in September of 2021, the beginning of the school year, and 92% in May 2022, the last full month of the school year.	At Adobe Bluffs by Spring 2023, our EDY/Title 1 student attendance will be no lower than our school wide average.
<b>Student with Disabilities</b>		

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

### Strategy/Activity 1

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

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

Each and every learner will be taught explicit skills and strategies to empower students faced with a challenge.

### Strategy/Activity

Site team consisting of principal, counselor, and certificated teachers will engage in professional learning and provide instruction on collaborative objectives using Second Step lessons.

### 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)
1020	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
	English Learners
500	Educationally Disadvantaged Youth 4000-4999: Books And Supplies

### Strategy/Activity 2

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

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

Each and every learner will be served by this social emotional goal.

### Strategy/Activity

A character program has been established to remind students of desirable traits to use when making decisions for actions and words. Using the Character Counts Program, we highlight, problem solving, and model Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship with our students and staff. Students are recognized with Character Cards for making good decisions and reminded about our PBIS focus of Respect, Responsibility, and Safety.

-Counselor will lead implementation of Second Step Curriculum in each grade levels

-All Teacher will implement or reinforce Second step lessons in the classroom

-Westview/Mount Carmel HS Character Ambassadors will connect with ABES students during recess times and conduct Thursday gathering assemblies to promote Six Pillars of Character

### 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)
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# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

We are continuing our work in PBIS, incorporating SEL strategies and school-wide behavior expectation, allowing students and staff to develop a common language with some targeted collaborative work in restorative circles.

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

There were no major differences.

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

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

## Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

To increase understanding of world cultures, ability, and inclusion so that all students can reach their full academic and personal potential and feel like a part of our school family.

### Identified Need

As part of the PUSD Board Resolution No.116-2020 reaffirming PUSD's commitment to fight racism and correct systemic inequity in all our schools Adobe Bluffs will also be supporting this effort by creating a positive and inclusive learning environment for all students and work to deepen their education by supporting students with diverse voices and historical perspectives.

### Alternative Metrics

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Our school will continue school-wide program of No Place for Hate led by our NPFH leadership team.	Baseline was developed in the 2021-2022 school year where 80% of our students were able to identify the essential question for each of our 3 activities. As a result, our school became a No Place for Hate School in Spring of 2022.	By Spring 2023, students will participate in 3 No Place for Hate Activities and 90% will be able to answer the essential question for each activity based on survey.
<b>English Learner</b> Our school will continue school-wide program of No Place for Hate led by our NPFH leadership team.	Baseline was developed in the 2021-2022 school year where 80% of our students were able to identify the essential question for each of our 3 activities. As a result, our school became a No Place for Hate School in Spring of 2022.	By Spring 2023, students will participate in 3 No Place for Hate Activities and 90% will be able to answer the essential question for each activity based on survey.
<b>EDY/Title I</b> Our school will continue school-wide program of No Place for Hate led by our NPFH leadership team.	Baseline was developed in the 2021-2022 school year where 80% of our students were able to identify the essential question for each of our 3 activities. As a result, our school became a No	By Spring 2023, students will participate in 3 No Place for Hate Activities and 90% will be able to answer the essential question for each activity based on survey.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Place for Hate School in Spring of 2022.	
<b>Student with Disabilities</b>		

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

### Strategy/Activity 1

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

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

All students at ABES

#### Strategy/Activity

We will continue No Place for Hate activities. Students and staff will take the No Place for Hate Pledge school wide and continue learning about inclusive spaces, inviting all voices. Students will be invited to lead a No Place for Hate Ambassador's leadership group at our site.

#### 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 at ABES

#### Strategy/Activity

Professional development for all staff members to learn more about creating a more supportive, inclusive, and equitable learning environment.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

All students at ABES

#### Strategy/Activity

Continue to foster and elevate "Ability Awareness Week" throughout the year. This is our 13th year implementing this program for all our students to appreciate, respect, and promote inclusion and diversity for people with disabilities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

All students and staff

**Strategy/Activity**

By Spring 2022, students will participate in 3 No Place for Hate activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

**ANALYSIS**

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

In our 2nd year implementing No Place for Hate, we are excited to officially become No Place for Hate School and look forward to incorporating the student leadership component for No Place for Hate with student ambassadors. Our equity team continued to bring thoughtful collaboration around equitable learning in our daily curriculum and ability awareness.

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

There were no major differences.

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

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 5: Chronic Absenteeism

By Spring of 2023, our school will be at or below 5% for chronic absenteeism for the school year

## Identified Need

This need is identified by an increase in chronic absenteeism to 18%.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> School wide attendance	The chronic absenteeism rate for 2021-2022 school year was 18%.	By Spring 2023, our school will be at or below 5% for chronic absenteeism for the school year.
<b>English Learner</b> English Learner attendance	The chronic absenteeism rate for 2021-2022 school year was 27%	By Spring 2023, EL students at our school will be no lower than our school wide average.
<b>EDY/Title I</b> EDY attendance	The chronic absenteeism rate for 2021-2022 school year was 43%	By Spring 2023, EDY/Title 1 at our school will be no lower than our school wide average.
<b>Student with Disabilities</b>		

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Outreach efforts through PTA, foundation, and weekly messages to ensure that students are in school and on time. While we continue to ask students who are showing any Covid symptom to stay at home, we

continue to educate our community of making school and instructional hours a priority. Educate our families about taking vacations during breaks so student progress is not comprised.

### **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)
	Educationally Disadvantaged Youth
	English Learners

### **Strategy/Activity 2**

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

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

Student with 4-5 non-illness related absences

#### Strategy/Activity

Personal phone calls will be made to students who are absent more than 3 days due non-illness related absences to educate families on the important of scheduling appointments during after school hours or during our minimum days.

### **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)
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### **Strategy/Activity 3**

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

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

Students with more than 10 days of absences, not related to illness.

#### Strategy/Activity

Send letters to families who have more than 10 non-illness and non-closed contact related absences. Research the "why" to determine if the absence is not covid or illness related to take steps to support family with strategies to getting to school on time.

### **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)
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# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

We will continue to focus on non-health related absences as our school has almost returned pre-covid attendance guidelines. The 2021-2022 school was challenging. While we continued to call parents to support with non-health related absences, we saw an increase of families leaving for vacation during instructional days as places across the country opened up to travelers.

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

There were no major differences.

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,760.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$3,120.00
English Learners	\$9,640.00
Foundation	\$20,000.00

Subtotal of state or local funds included for this school: \$32,760.00

Total of federal, state, and/or local funds for this school: \$32,760.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	3,120.00
English Learners	9,640.00
Foundation	20,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,060.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	2,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	2,620.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	500.00
1000-1999: Certificated Personnel Salaries	English Learners	5,440.00
2000-2999: Classified Personnel Salaries	English Learners	500.00
4000-4999: Books And Supplies	English Learners	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	2,400.00
1000-1999: Certificated Personnel Salaries	Foundation	20,000.00

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	13,240.00
Goal 2	18,000.00
Goal 3	1,520.00



# 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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

# Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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