

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
Deer Canyon Elementary School	37682966109300	10/17/2022	12/15/2022

School Vision and Mission

Deer Canyon Elementary School

Mission Statement

Our mission is to ensure all of our students develop a love of learning and become highly successful in school, society, and the work place. Through close collaboration, and in partnership with our families and community, we will provide challenging, real life learning opportunities to prepare our students for success in a diverse society and ever-changing world. We will model what we expect so our children become: Self Directed Learners• Collaborative Team Members• Clear Communicators• Constructive Thinkers and Persevering Problem Solvers• Effective Users of Tools and Technology• Responsible and Kind Members of Society

Deer Canyon Elementary Vision

It is our vision that Deer Canyon becomes a school where all students have the individual support, encouragement and opportunity they need to achieve academically at very high levels and to develop the personal habits and values that will allow them to be successful both in school and as productive members of our society.

Deer Canyon Culture

The staff and parents of Deer Canyon encourage students to be intrinsically motivated and ensure that our students develop a love of learning. We embed habits for future success through the explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility. Staff model a positive, caring, kind, and inspirational attitude every day. Through a rigorous and relevant academic program, we believe in and celebrate the success of every child.

Deer Canyon Guiding Principles

We, the staff, pledge to support the implementation of the District vision in concert with our mission and vision to ensure rigor, relevance, and relationships in all that we do. These are our guiding principles:

Rigor

- We believe all children can learn at high levels and it is our responsibility to ensure that they do
- We ensure students demonstrate their understanding of concepts through multiple pathways such as technology, visual learning, use of kinesthetic materials, and creative problem solving
- We believe a strong foundation in reading, writing, and math is critical to student success and strive for high academic and behavioral expectations for students and staff

- We maintain a safe school environment that values respect and the individual gifts of our students
- We continually seek innovative technology to create challenging classroom learning experiences resulting in differentiated, self-paced, multi-modality instruction

Relevance

- We embrace the responsibility of preparing our students to become creative problem solvers who can be flexible and adapt to a changing world
- Along with the Common Core State Standards, we provide interactive, collaborative STEAM activities for students which develop strong problem solving life skills
- We ensure academic support is in place for students with special needs in an inclusive environment
- We provide opportunities to engage in enrichment activities to support all learners and learning
- With the integration of technology and personalized learning, we ensure every student develops the necessary skills to be college and career ready

Relationships

- To ensure strong lines of communication are built throughout our organization, we foster positive relationships among staff, students, parents, and the community
- Staff work collaboratively as a community of active learners through teamwork and professional learning
- We foster leadership within our learning community among both staff and students
- Through trusting and collaborative relationships with PTA and Foundation, we ensure programs are implemented to support the development of the total child
- We embrace the unique and diverse culture of our school community and foster opportunities to promote tolerance and understanding
- We value the relationship our parents and staff feel between each other and our school community

Deer Canyon Theory of Action:

If we collaborate to engage and elevate the growth of every child through intentional social emotional learning and a rigorous, relevant, and representative academic program with clear purpose of learning, then students will successfully navigate their social emotional well-being and take ownership of their learning in a safe and inclusive environment.

School Profile

Deer Canyon Elementary School, which opened in 1990, is located in the southwestern portion of the Poway Unified School District in the community of Rancho Penasquitos in the city of San Diego. The school is a three-time recipient of the California Distinguished School Award; 1993, 1997, 2000, and 2022. Our 2005 application for Distinguished School status received honorable mention. Our campus earned the distinction of a National Blue Ribbon School in 2015. Our nearly 415 Pre-school through grade 5 students are ethnically diverse yet similar in socio-economic status. The student population is 40% Asian, 29% White, 10% Filipino, 6% Hispanic, 1% African American, and 14% other racial ethnic groups. 16% of the students are learning English as a second language and 10% qualify for the free or reduced lunch program. Deer Canyon is a neighborhood school, with virtually all of our students coming from the immediate community.

The teachers and support staff at Deer Canyon believe that a strong academic focus supported by a positive and caring learning environment is essential to student success. A strong emphasis is placed on providing a safe, attractive environment for students and staff. Equally important is the emphasis here on developing the whole child through character development, social thinking, social emotional learning, and service learning opportunities. The school climate is truly peaceful with positive culture and school rules maintained campus wide and supported through our work with the Anti-Defamation League's No Place for Hate program.

Deer Canyon's parent volunteer program enhances both instruction in the classroom and the school's special events. PTA efforts help the school provide assembly programs, parent education workshops, study trips, art

lessons, and library books. The DCES Foundation works hand in hand with the PTA to fund special programs in the areas of music, PE, technology and Science.

Our school meets the needs of all of our students through many special programs including English Language Learners (ELL), Speech and Language, Special Education, a Parent Participation Preschool, Extended Student Services (ESS) and Intervention Support. Deer Canyon is also the home of an Autism Spectrum Disorder program, serving children from pre-school through grade 5 in four Special Day Classes. These children receive all of their support services here and they have many opportunities to participate with typical peers in all aspects of school life.

Deer Canyon enrollment has declined with the surrounding neighborhoods growing older. The size of our campus allows a high level of connectedness among all of our school stakeholders and retains the small campus feel which is prevalent here.

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

Deer Canyon's school site council is a group of teachers, parents, and classified employees that works with the principal to develop, review and evaluate school improvement programs and school budgets. The site councils helps make decisions and advise the principal on the school budget and the academic or school improvement plan. In addition to academic planning, our site council is also responsible for making decisions about parent engagement, safety and discipline. Our SSC committee reviews and approves the school plan for student achievement and the school improvement program activities as well as the site safety plan. School site council members do not just represent their own interests. They have an obligation to make decisions that will best serve the entire school community. Our School Site Council meets throughout the school year and meeting notices are posted on campus.

Feedback additionally comes from communication and consultation with our ELAC coordinator, special education team, and this year, through our ThoughtExchange feedback. This broad scope ensures the needs of all stakeholders are considered and represented in the needs of our campus and goals for improvement. Our school is fortunate to have two non-profit organizations working on behalf of our children: the DCES PTA and the Deer Canyon Educational Foundation. Cooperation between the PTA and the Foundation has never been stronger. Through this partnership, these two groups are more aligned with the vision of our parents, teachers, and principal. Both groups welcome parent input and look forward to participation in meetings and events throughout the school year. Our Foundation and PTA meet monthly, with their meeting dates published in our weekly Echoes Newsletter.

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	2.07%	2.0%	1.33%	9	8	5
Asian	40.23%	43.8%	40.16%	175	180	151
Filipino	7.59%	8.0%	9.57%	33	33	36
Hispanic/Latino	4.6%	5.8%	5.59%	20	24	21
Pacific Islander	0.23%	0.5%	%	1	2	
White	28.51%	27.0%	29.26%	124	111	110
Multiple/No Response	12.18%	12.9%	14.10%	53	53	53
	Total Enrollment			435	411	376

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	51	77	62
Grade 1	61	39	67
Grade 2	66	62	36
Grade 3	101	61	62
Grade 4	77	98	57
Grade 5	79	74	92
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	435	411	376

Conclusions based on this data:

1. Enrollment has been steadily declining for the past three years.

2. Our community is getting older and homes are not turning over to bring in new students.
3. Our demographics have remained relatively the same.

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	103	90	66	22.5%	20.7%	16.10%
Fluent English Proficient (FEP)	83	80	87	18.2%	18.4%	21.20%
Reclassified Fluent English Proficient (RFEP)	29	22	33	22.7%	21.4%	36.70%

Conclusions based on this data:

1. The number of English Language Learners at Deer Canyon have decreased steadily over the past three years.
2. The number of Fluent English Proficient students at Deer Canyon increased notably over the past year.
3. The number of reclassified Fluent English Proficient students increased significantly over the past year..

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	62			61			61			98.4		
Grade 4	61			61			61			100.0		
Grade 5	93			92			92			98.9		
Grade 11												
All Grades	216			214			214			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	2532.			72.13			14.75			11.48			1.64		
Grade 4	2561.			67.21			14.75			8.20			9.84		
Grade 5	2579.			57.61			28.26			5.43			8.70		
Grade 11															
All Grades	N/A	N/A	N/A	64.49			20.56			7.94			7.01		

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	50.82			44.26			4.92		
Grade 4	50.82			44.26			4.92		
Grade 5	46.74			46.74			6.52		
Grade 11									
All Grades	49.07			45.33			5.61		

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	60.66			36.07			3.28		
Grade 4	49.18			42.62			8.20		
Grade 5	38.04			52.17			9.78		
Grade 11									
All Grades	47.66			44.86			7.48		

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	40.98			57.38			1.64		
Grade 4	36.07			59.02			4.92		
Grade 5	27.17			68.48			4.35		
Grade 11									
All Grades	33.64			62.62			3.74		

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	45.90			54.10			0.00		
Grade 4	40.98			50.82			8.20		
Grade 5	34.78			58.70			6.52		
Grade 11									
All Grades	39.72			55.14			5.14		

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	249	184	73.9	260	217	83.5
African-American	4	*	*	4	*	*
Asian	97	80	82.5	103	92	89.3
Caucasian						

Filipino	16	9	56.3	16	14	87.5
Hispanic	12	8	66.7	15	9	60
Other	55	39	70.9	56	45	80.4
English Learners	21	8	38.1	24	11	45.8
Students with Disabilities	37	17	45.9	39	20	51.3
Socioeconomically Disadvantaged	20	11	55	22	12	54.5
Foster Youth						
Homeless Youth	3	*	*	4	*	*

**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	#	%
Grade 2						
All Students	36	23	63.9	41	33	80.5
African-American	1	*	*	1	*	*
Asian	12	10	83.3	15	13	86.7
Caucasian	13	6	46.2	13	11	84.6
Filipino	2	*	*	2	*	*
Hispanic	1	*	*	2	*	*
Other	7	*	*	8	*	*
English Learners	5	*	*	7	*	*
Students with Disabilities	6	*	*	7	*	*
Socioeconomically Disadvantaged	1	*	*	3	*	*
Foster Youth						
Homeless Youth				1	*	*
Grade 3						
All Students	62	45	72.6	63	53	84.1
African-American						
Asian	20	17	85	20	20	100
Caucasian	16	10	62.5	16	11	68.8
Filipino	4	*	*	4	*	*
Hispanic	5	*	*	6	*	*
Other	17	12	70.6	17	14	82.4
English Learners	3	*	*	3	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	6	*	*	6	*	*
Socioeconomically Disadvantaged	5	*	*	5	*	*
Foster Youth						
Homeless Youth						
Grade 4						
All Students	60	44	73.3	63	51	81
African-American	1	*	*	1	*	*
Asian	25	20	80	27	22	81.5
Caucasian	11	10	90.9	12	11	91.7
Filipino	4	*	*	4	*	*
Hispanic	3	*	*	3	*	*
Other	16	10	62.5	16	12	75
English Learners	7	*	*	7	*	*
Students with Disabilities	9	*	*	9	*	*
Socioeconomically Disadvantaged	4	*	*	4	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 5						
All Students	91	72	79.1	93	80	86
African-American	2	*	*	2	*	*
Asian	40	33	82.5	41	37	90.2
Caucasian	25	21	84	25	23	92
Filipino	6	*	*	6	*	*
Hispanic	3	*	*	4	*	*
Other	15	11	73.3	15	12	80
English Learners	6	*	*	7	*	*
Students with Disabilities	16	10	62.5	17	12	70.6
Socioeconomically Disadvantaged	10	*	*	10	*	*
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	117	5.98	9.4	17.09	67.52
African-American	2	50	0	0	50
Asian	45	8.89	4.44	13.33	73.33
Caucasian	32	3.13	9.38	18.75	68.75
Filipino	8	0	12.5	12.5	75
Hispanic	5	0	20	60	20
Other	25	4	16	16	64
English Learners	10	40	20	0	40
Students with Disabilities	18	33.33	22.22	16.67	27.78
Socioeconomically Disadvantaged	11	36.36	9.09	27.27	27.27
Foster Youth					
Homeless Youth	2	0	100	0	0

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. The number of students meeting or exceeding standards increased in grades 3 and 4 from spring 2019 to spring 2021 in the area of ELA on the CAASPP.
2. The number of students meeting or exceeding standards in grade 5 decreased from spring 2019 to spring 2021 in the area of ELA on the CAASPP by 5%..
3. Two thirds of all students in grades 3,4,5 exceeded standards in the area of ELA on spring 2021 CAASPP testing.

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	62			61			61			98.4		
Grade 4	61			61			61			100.0		
Grade 5	93			92			92			98.9		
Grade 11												
All Grades	216			214			214			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	2519.			60.66			26.23			11.48			1.64		
Grade 4	2569.			67.21			18.03			8.20			6.56		
Grade 5	2588.			58.70			22.83			10.87			7.61		
Grade 11															
All Grades	N/A	N/A	N/A	61.68			22.43			10.28			5.61		

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	68.85			29.51			1.64		
Grade 4	70.49			21.31			8.20		
Grade 5	58.70			34.78			6.52		
Grade 11									
All Grades	64.95			29.44			5.61		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57.38			37.70			4.92		
Grade 4	67.21			24.59			8.20		
Grade 5	47.83			41.30			10.87		
Grade 11									
All Grades	56.07			35.51			8.41		

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	63.93			36.07			0.00		
Grade 4	68.85			22.95			8.20		
Grade 5	40.22			50.00			9.78		
Grade 11									
All Grades	55.14			38.32			6.54		

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	249	144	57.8	259	198	76.4
African-American	4	*	*	4	*	*
Asian	97	72	74.2	103	92	89.3
Caucasian	65	34	52.3			
Filipino	16	4	25	16	10	62.5
Hispanic	12	5	41.7	15	6	40
Other	55	29	52.7	56	43	76.8
English Learners	21	8	38.1	24	12	50
Students with Disabilities	37	11	29.7	39	13	33.3
Socioeconomically Disadvantaged	20	6	30	22	10	45.5
Foster Youth						
Homeless Youth	3	*	*	4	*	*

**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	#	%
Grade 2						
All Students	36	21	58.3	41	31	75.6
African-American	1	*	*	1	*	*
Asian	12	9	75	15	14	93.3
Caucasian	13	6	46.2	13	9	69.2
Filipino	2	*	*	2	*	*
Hispanic	1	*	*	2	*	*
Other	7	*	*	8	*	*
English Learners	5	*	*	7	*	*
Students with Disabilities	6	*	*	7	*	*
Socioeconomically Disadvantaged	1	*	*	3	*	*
Foster Youth						
Homeless Youth				1	*	*
Grade 3						
All Students	62	33	53.2	63	53	84.1
African-American						
Asian	20	14	70	20	19	95
Caucasian	16	6	37.5	16	10	62.5
Filipino	4	*	*	4	*	*
Hispanic	5	*	*	6	*	*
Other	17	9	52.9	17	16	94.1
English Learners	3	*	*	3	*	*
Students with Disabilities	6	*	*	6	*	*
Socioeconomically Disadvantaged	5	*	*	5	*	*
Foster Youth						
Homeless Youth						
Grade 4						
All Students	60	32	53.3	62	45	72.6
African-American	1	*	*	1	*	*
Asian	25	17	68	27	24	88.9

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	11	7	63.6	11	9	81.8
Filipino	4	*	*	4	*	*
Hispanic	3	*	*	3	*	*
Other	16	8	50	16	10	62.5
English Learners	7	*	*	7	*	*
Students with Disabilities	9	*	*	9	*	*
Socioeconomically Disadvantaged	4	*	*	4	*	*
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 5						
All Students	91	58	63.7	93	69	74.2
African-American	2	*	*	2	*	*
Asian	40	32	80	41	35	85.4
Caucasian	25	15	60	25	18	72
Filipino	6	*	*	6	*	*
Hispanic	3	*	*	4	*	*
Other	15	7	46.7	15	11	73.3
English Learners	6	*	*	7	*	*
Students with Disabilities	16	8	50	17	8	47.1
Socioeconomically Disadvantaged	10	*	*	10	*	*
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	114	3.51	23.68	15.79	57.02
African-American	1	100	0	0	0
Asian	43	2.33	4.65	6.98	86.05
Caucasian	29	0	27.59	20.69	51.72
Filipino	9	0	44.44	22.22	33.33

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	7	14.29	71.43	0	14.29
Other	25	4	32	28	36
English Learners	8	12.5	12.5	0	75
Students with Disabilities	15	26.67	53.33	0	20
Socioeconomically Disadvantaged	10	20	50	10	20
Foster Youth					
Homeless Youth	2	0	50	0	50

Conclusions based on this data:

1. All grade levels showed fewer students meeting or exceeding standards from spring 2019 to spring 2021 CAASPP testing in the area of Mathematics.
2. More than 50% of all students are exceeding standards in the area of Mathematics on the spring 2021 CAASPP.
3. There is disparity between scores of students with learning challenges, students economically disadvantaged and students who are English Learners from the overall population on the CAASPP.

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
K	1487.4	1487.7	1494.8	1477.8	1485.0	1489.9	1509.4	1493.9	1505.5	17	24	18
1	1546.5	*	*	1540.4	*	*	1552.3	*	*	22	7	10
2	1553.2	1548.3	*	1510.3	1546.1	*	1595.5	1549.9	*	30	12	7
3	*	1549.9	*	*	1540.1	*	*	1559.2	*	7	14	*
4	*	1546.2	*	*	1532.5	*	*	1559.5	*	5	11	7
5	*	*	*	*	*	*	*	*	*	*	*	7
All Grades										82	70	52

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
K	35.29	37.50	55.56	58.82	37.50	38.89	5.88	16.67	5.56	0.00	8.33	0.00	17	24	18
1	68.18	*	*	27.27	*	*	4.55	*	*	0.00	*	*	22	*	*
2	63.33	66.67	*	26.67	33.33	*	3.33	0.00	*	6.67	0.00	*	30	12	*
3	*	61.54	*	*	23.08	*	*	7.69	*	*	7.69	*	*	13	*
4	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.32	47.83	48.08	34.15	34.78	32.69	6.10	11.59	11.54	2.44	5.80	7.69	82	69	52

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
K	41.18	45.83	61.11	41.18	33.33	22.22	17.65	8.33	11.11	0.00	12.50	5.56	17	24	18
1	86.36	*	*	9.09	*	*	4.55	*	*	0.00	*	*	22	*	*
2	56.67	66.67	*	30.00	25.00	*	6.67	8.33	*	6.67	0.00	*	30	12	*
3	*	61.54	*	*	30.77	*	*	0.00	*	*	7.69	*	*	13	*
4	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.98	55.07	51.92	26.83	31.88	28.85	9.76	7.25	15.38	2.44	5.80	3.85	82	69	52

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
K	52.94	37.50	27.78	35.29	25.00	61.11	11.76	33.33	11.11	0.00	4.17	0.00	17	24	18
1	54.55	*	*	36.36	*	*	9.09	*	*	0.00	*	*	22	*	*
2	60.00	33.33	*	26.67	66.67	*	6.67	0.00	*	6.67	0.00	*	30	12	*
3	*	38.46	*	*	38.46	*	*	15.38	*	*	7.69	*	*	13	*
4	*	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	34.78	32.69	36.59	39.13	36.54	10.98	21.74	23.08	2.44	4.35	7.69	82	69	52

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
K	64.71	45.83	72.22	35.29	45.83	22.22	0.00	8.33	5.56	17	24	18
1	95.45	*	*	0.00	*	*	4.55	*	*	22	*	*
2	83.33	66.67	*	10.00	33.33	*	6.67	0.00	*	30	12	*
3	*	61.54	*	*	23.08	*	*	15.38	*	*	13	*
4	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.05	56.52	57.69	15.85	36.23	40.38	6.10	7.25	1.92	82	69	52

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
K	35.29	33.33	38.89	64.71	54.17	55.56	0.00	12.50	5.56	17	24	18
1	54.55	*	*	45.45	*	*	0.00	*	*	22	*	*
2	26.67	58.33	*	66.67	41.67	*	6.67	0.00	*	30	12	*
3	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*
4	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.68	46.38	44.23	54.88	47.83	42.31	2.44	5.80	13.46	82	69	52

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
K	23.53	29.17	38.89	76.47	58.33	61.11	0.00	12.50	0.00	17	24	18
1	77.27	*	*	22.73	*	*	0.00	*	*	22	*	*
2	56.67	58.33	*	40.00	41.67	*	3.33	0.00	*	30	12	*
3	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
4	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.78	37.68	42.31	48.78	52.17	46.15	2.44	10.14	11.54	82	69	52

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
K	88.24	75.00	66.67	11.76	25.00	27.78	0.00	0.00	5.56	17	24	18
1	40.91	*	*	59.09	*	*	0.00	*	*	22	*	*
2	63.33	58.33	*	26.67	41.67	*	10.00	0.00	*	30	12	*
3	*	53.85	*	*	38.46	*	*	7.69	*	*	13	*
4	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.54	56.52	48.08	37.80	42.03	42.31	3.66	1.45	9.62	82	69	52

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

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. To monitor student progress for 2020, our site will utilize other metrics to gauge student progress, i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

Conclusions based on this data:

- The number of students who are English learners is steadily decreasing at all grade levels..
- All students who are English learners are showing positive growth in their language development.

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3. We have only 10 students scoring level 1 on the ELPAC testing across all grade levels.

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
African American	8	8	5		3	*		37.5	*
American Indian or Alaskan	1								
Asian	186	183	158	4	0	8	2.15	0	5.06
Filipino	35	35	36	1	1	12	2.86	2.86	33.33
Hispanic or Latino	21	23	24	1	2	9	4.76	8.7	37.5
Did not Report									
Pacific Islander	2	2			0			0	
Two or More Races	64	56	57		3	6		5.36	10.53
White	127	113	114	2	1	18	1.57	0.88	15.79
Male									
Female									
English Learners	59	71	53	4	0	9	6.78	0	16.98
Students with Disabilities		56			3			5.36	
Socioeconomically		45	35		4	14		8.89	40
Total	444	420	394	8	10	55	1.8	2.38	13.96

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

Conclusions based on this data:

1. Absenteeism at Deer Canyon significantly increased due to the Covid pandemic, Covid guidance for illness, and quarantine requirements.
2. Chronic absenteeism rates are highest for our students who are African-American and socioeconomically disadvantaged (40% in both categories).
3. Chronic absenteeism rates are lowest for our students who are Asian (5.06%).

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.0	0.00	0

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

Conclusions based on this data:

1. Suspension rates at Deer Canyon are less than 0%.
2. Student behavior at Deer Canyon is overwhelmingly positive.
3. Students at Deer Canyon refrain from engaging in behaviors that are suspend-able.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. Does not apply to Deer Canyon, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 1: Mathematics

Based on spring 2023 CAASPP testing, 90% of all students in grades 3,4,5 will be meeting or exceeding standards in the overall area of Math.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021 due to COVID-19, annual testing and data collection were unable to be conducted. Testing returned Spring 2022. Data from the 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report shows an overall baseline of 84% of all students in grades 3,4,5 meeting and exceeding standards for Mathematics.

Alternative Metrics

Data from the fall 2022 iReady assessment shows 33.3% of all students meeting or exceeding benchmarks.

As derived from the fall 2022 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at or above grade level:

All Students: (grades K-5) 33.3%

EL: 20%

EDY: 5.3%

Students with Learning Differences: 15.6%

Hispanic: 15%

Asian: 51.8%

Caucasian: 28.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2023 CAASPP for all students	Spring 2022 CAASPP testing reflected 84% of all students meeting or exceeding standards in math.	By the end of the school year, 90% of all students in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.
English Learner Data from the Math portion of the Spring 2023 CAASPP for students who are English Learners.	Spring 2022 CAASPP testing reflected 35% of all students who are English learners meeting or exceeding standards in math.	By the end of the school year, 50% of all students who are English Learners in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.
EDY/Title I Data from the Math portion of the Spring 2023 CAASPP for students who are EDY/Title 1.	Spring 2022 CAASPP testing reflected 38% of all students who are EDY meeting or exceeding standards in math.	By the end of the school year, 50% of all students who are EDY in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2023 CAASPP for all students with learning differences.	Spring 2022 CAASPP testing reflected 53% of all students who have learning differences meeting or exceeding standards in math.	By the end of the school year, 65% of all students with learning differences in grades 3,4,5 will meet or exceed standards for Math as measured by CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are not meeting benchmarks in the area of Math (grades TK-5).

Strategy/Activity

Small group instruction, support, and reteaching in the general education classroom is provided by classroom teachers to support skill development. Additional small group support is provided by a district-funded impact teacher and daily sub. Personalized learning develops fact fluency and foundational skills for all students. Collaboration, Math Talks, and Rich Math Tasks allow students to practice and develop stronger problem solving skills. A school-wide focus on weekly lessons to support social emotional growth, Growth Mindset, the power of YET support students in persevering through rigorous tasks.

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 (funds used in next goal)
0	English Learners 1000-1999: Certificated Personnel Salaries No Additional Expense - District-funded Impact Teacher
0	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries No Additional Expense - District-funded Impact Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students TK-Grade 5 who are not meeting grade level standards in Math.

Strategy/Activity

Grade level team collaboration to provide intervention, small group instruction through supplemental materials and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

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.

84% of students in grades 3,4,5 met or exceeded standards as measured on the 2022 CAASPP in math.

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

Safety protocols, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. Small group and 1:1 support were implemented in classrooms and through impact teacher support. Small group instruction was extremely limited based on staff access to students and time for learning. Personalized learning opportunities also continued using programs including iReady and Imagine Learning. Students testing in spring 2022 were all new to the CAASPP assessment.

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.

Deer Canyon opened the 2021-2022 school year with students on campus, the elimination of social distancing, and inclusion of other mitigating protocols including mask wearing and hand sanitizing. The 2022-2023 school year opened with mostly pre-Covid protocols. Small group, collaborative learning, and personalized learning opportunities will be more frequently utilized, resulting in increased learning opportunities for students.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 2: English Language Arts

Based on the Spring 2023 CAASPP testing, 90% of all students in grades 3,4,5 will meet or exceed benchmarks in the area of English Language Arts (ELA).

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021, due to COVID-19, annual testing and data collection were unable to be conducted. Data from the 2021-2022 CAASPP report shows an overall baseline of 85% of all students in grades 3,4,5 meeting and exceeding standards for ELA.

Alternative Metrics

Data from the fall 2022 iReady Reading assessment showed 48.1% of all students meeting or exceeding benchmarks.

As derived from the fall 2022 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at or above grade level:

All Students: (grades 2-5) 48.1%

EL: 41.7%

EDY: 15.8%

Students with Learning Differences: 25 %

Hispanic: 26.3%

Asian: 63.5 %

Caucasian: 46.6%

Filipino: 31.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2023 CAASPP for all students.	85% of all students in grades 3,4,5 met or exceeded benchmarks for ELA as measured by Spring 2022 CAASPP	By the end of the school year, 90% of all students in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
English Learner Data from the ELA portion of the Spring 2023 CAASPP for all students who are English Learners.	59% of all students who are English learners in grades 3,4,5 met or exceeded benchmarks for ELA as measured by Spring 2022 CAASPP	By the end of the school year, 70% of all students who are English Learners in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EDY/Title I Data from the ELA portion of the Spring 2023 CAASPP for all students who are EDY/Title 1.	35.29% of all students who are EDY in grades 3,4,5 met or exceeded benchmarks for ELA as measured by Spring 2022 CAASPP	By the end of the school year, 50% of all students who are EDY in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.
Student with Disabilities Data from the ELA portion of the Spring 2023 CAASPP for all students with learning challenges.	52% of all students with learning challenges in grades 3,4,5 met or exceeded benchmarks for ELA as measured by Spring 2022 CAASPP	By the end of the school year, 65% of all students with learning challenges in grades 3,4,5 will meet or exceed standards for ELA as measured by CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL and EDY Students not meeting benchmarks on the ELA portion of CAASPP or the reading portion of iReady/Lexia in grades TK-5th.

Strategy/Activity

Imagine Learning, iReady, and Lexia are an online personalized learning programs designed to meet the literacy needs of students who are English Learners and/or Educationally Disadvantaged Youth. Students access the programs 4 days per week for 20 minutes per day. PUSD is providing access to these programs for all students who are English Learners in grades 3-5 and students who are EDY..

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
 None Specified
 Imagine Learning provided by PUSD for grades 3-5 students who are English Learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students below grade level with literacy skills, grades TK-1.

Strategy/Activity

A credentialed Impact Teacher will provide support to targeted students on specific reading skills 5 days per week. Groups are flexible, and data monitored on an on-going basis. Support will target phonics development, fluency, and comprehension.

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)

60.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
No additional budgeted expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students below grade level with literacy skills in grades TK-5th.

Strategy/Activity

Highly qualified instructional assistants, classroom teachers, and a District-funded Impact Teacher will provide targeted literacy support to small groups of students not at grade level using intervention strategies and SIPPS supports. Groups are flexible and data monitored on an on-going basis. A strong school-wide focus on supporting the social emotional growth of all students through weekly classroom lessons will support students in being ready learners in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2320

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

None Specified
1000-1999: Certificated Personnel Salaries
No Additional Cost - District-funded Impact Teacher

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students TK - grade 5 who are not meeting grade level standards or making adequate progress in literacy skills.

Strategy/Activity

Classroom teachers provide Guided Reading daily to students in grades TK-2 to support the development of IMSE strategies, vocabulary recognition, fluency, comprehension, and phonemic awareness. Teachers in grades 3-5 facilitate book groups/literacy circles to build literacy skills, comprehension, inferential thinking,

and analysis of text. A school-wide focus on Growth Mindset and the power of YET support students in persevering through rigorous tasks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in TK-5th grade who are not meeting grade level standards or making adequate progress in literacy skills.

Strategy/Activity

Grade level team collaboration to discuss student performance data and create flexible small groups for intervention instruction using supplemental materials and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4012.56

English Learners
1000-1999: Certificated Personnel Salaries
General Education teachers will be provided an administrative release day to articulate for school-wide strategic planning to support all learners including specific interventions and programs for students designated as English Learners and Economically Disadvantaged Youth.

2474.4

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
General Education teachers will be provided an administrative release day to articulate for school-wide strategic planning to support all learners including specific interventions and programs for students designated as English Learners and Economically Disadvantaged Youth.

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.

Spring 2022 CAASPP testing in the area of ELA showed 85% of all students in grades 3,4,5 meeting or exceeding standards.

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

Small group instruction, support, and reteaching in the general education classroom is provided by classroom teachers to support skill development. Additional small group support is provided by a district-funded impact teacher and daily sub. Personalized learning through Lexia, iReady and Imagine Learning develop fluency and foundational skills for all students. Collaboration, Guided Reading Groups, and literacy circles allow students to practice and develop stronger literacy skills. A school-wide focus on Growth Mindset and the power of YET support students in persevering through rigorous tasks.

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.

Deer Canyon opened the 2021-2022 school year with students on campus, the elimination of social distancing, and inclusion of other mitigating protocols including mask wearing and hand sanitizing. The 2022-2023 school year opened with mostly pre-Covid protocols. Small group, collaborative learning, and personalized learning opportunities will be more frequently utilized, resulting in increased learning opportunities for students.

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

The number of students reporting they feel a part of the school will increase from 69% to 90% as reported by the California Healthy Kids and campus surveys.

Identified Need

Data collected in spring 2021 shows that 69% of students felt connected and part of the school. A new survey will be given during the 2022-2023 school year.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data analysis from a Deer Canyon student survey conducted in Spring 2021.	Data from a Spring 2021 site student survey shows that 69% of all students felt a part of the school.	Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel safe at school will increase from 69% to 90%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

All staff commits to implementing the following actions:

~ weekly lessons to support social emotional growth of all students in the areas of socially thinking (whole

body listening, expected/unexpected behavior, size of the problem, zones of regulation, calming strategies, Simon's Hook, Inclusion), Character Corps lessons provided by parent volunteers promoting the pillars of character, work with the Anti-Defamation League's No Place For Hate program, test taking strategies, digital citizenship, and growth mindset.

- ~ Targeted behavior reminders weekly for campus expectations
- ~ Collaboration with our Student Services Assistant and School Counselor to support focused student groups and whole class lessons
- ~ PBIS team support for intervention and increased common language around campus expectations
- ~ MTSS team support for targeted intervention and support with academic, social, emotional, and behavioral challenges
- ~ Implementing a calming corner in every classroom with sensory tools available to students, as needed
- ~ Implementing common campus language to support positive behavior expectations through social thinking
- ~ Implement Campus Compliment competition, recognizing classes for meeting expectations and celebrating top performing class monthly at First Friday
- ~ Include affirmation messages in morning announcements related to our "5 Be's"

Campus participation in district led Equity conversations throughout the school year.
 We have added an additional day of school counseling to our schedule.
 Staff have created systems of welcoming students to class each morning and throughout the day as they transition in and out of the classroom.

Students in grades 4 and 5 have leadership opportunities through participation with our DC Leaders in Stafey Teams, Beautification Teams, and Positivity Teams.

Staff utilize the following systems, as needed, to build relationships:

- ~ 2/10 rule (spend 2 minutes for 10 days connecting with an individual student)
- ~ Hugs and High Fives as students enter the classroom
- ~ Morning Meeting
- ~ Weekend Debrief
- ~ Good Morning Songs to welcome each student by name
- ~ Peer Buddies to keep students connected in class
- ~ Student journals with feedback from the teacher
- ~ Morning Check-Ins with Thrively

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
0	No additional cost

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.

The results of the 2020-2021 CA Healthy Kids Survey show that 69% of students felt connected and part of the school.

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

Through direct teaching, classrooms implemented a series of socially thinking lessons and created strategies to build classroom communities. Staff focused on calming strategies and began to bring back flexible seating. Character Corps lessons were not implemented due to volunteer restrictions on campus. Teachers and students completed all three of the ADL - No Place for Hate lessons. Additionally, our PBIS and MTSS teams were able to support for intervention and support with academic, social emotional and behavioral challenges.

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 have expanded our social emotional supports this year with the addition of weekly classroom lessons and the addition of an additional day of school counseling. As a staff, we continue to talk about the importance of relationships and understanding the special stories of our students.

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

By June 2023, Deer Canyon students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

Results of the 2021 CHKS survey shows a decrease in school climate indicators in the areas of Social Emotional learning Supports, Anti-Bullying Climate, and Positive Behavior. While it is likely that the constraints of the pandemic on our learning environments and platforms were an influence in this data change, it is important to strengthen our student's beliefs in these areas.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data analysis from a Deer Canyon student survey conducted in Spring 2021.	79% of students felt connected to school. 85% feel social emotional learning supports are in place, 82% feel there is an anti-bullying climate.	Through direct instruction via weekly classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students reporting they feel connected to school will increase from 79% to 95%. The percentage indicating social emotional learning supports are in place will increase from 85% to 95%. the percentage seeing an anti-bullying climate will increase from 82%to 90%. Survey to be completed during the 2022-2023 school year.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus participation in district led Equity conversations throughout the school year.

Site Equity Team training with the SDCOE throughout the school year.

Site Equity Team and Engage Now PLL provide training to staff to increase awareness and understanding of ensuring knowledge of student backgrounds, meaning of names, inclusive practice, and belonging.

All staff commits to implementing the following actions:

~ weekly lessons to support social emotional growth of all students in the areas of socially thinking (whole body listening, expected/unexpected behavior, size of the problem, zones of regulation, calming strategies, Simon's Hook, Inclusion), Character Corps lessons provided by parent volunteers promoting the pillars of character, work with the Anti-Defamation League's No Place For Hate program, test taking strategies, digital citizenship, and growth mindset.

~ Targeted behavior reminders weekly for campus expectations

~ Collaboration with our Student Services Assistant and School Counselor to support focused student groups and whole class lessons

~ Addition of one more day of school counseling on campus

~ Implementing common campus language to support positive behavior expectations through social thinking

~ Include affirmation messages in morning announcements related to our "5 Be's"

~ Monday morning announcements highlight a person of the week (famous person) based on culture.

Site Library features diverse titles throughout the school year and ensures representative literature is available to and shared with students.

Echoes newsletter features Cultural Corner and Counseling Corner throughout the school year.

Annual Heritage Night supports students understanding and awareness of different cultures and traditions.

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

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.

Targeted classroom lessons were implemented during the 2021-2022 school year by classroom teachers to promote socially thinking, appreciation of cultural differences, growth mindset, and diversity. Additional teaching occurred through our school counselor and student services assistant. Playground support enabled peer conflicts to be solved immediately and in the moment. A campus message of 'be kind' further promoted these concepts. The introduction of our playground Buddy Bench connected students with peers in a positive way.

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

California Healthy Kids Survey to be implemented during 2022-2023 school year.

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

SEL lessons have increased to weekly lessons for the 2022-2023 school year and we have added one additional day of school counseling to our campus.

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 June 2023, Students at Deer Canyon will demonstrate a chronic absenteeism rate of less than 5%

Identified Need

Currently the chronic absenteeism rate at Deer Canyon is 13.96%.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Attendance	Current attendance rates show chronic absenteeism to be less than 13.96%.	By June 2023, chronic absenteeism rates will be less than 5%.
English Learner Student Attendance	Current attendance rates show chronic absenteeism for students who are English language learners to be 17%.	By June 2023, chronic absenteeism rates will be less than 5%.
EDY/Title I Student Attendance	Current attendance rates show chronic absenteeism for students who are economically disadvantaged to be 40%.	By June 2023, chronic absenteeism rates will be less than 5%.
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, with specific focus on students who are African American and/or socially economically disadvantaged.

Strategy/Activity

Classroom reward systems include incentives for students who are on time to school daily.

Morning announcements and parent communication through our Echoes Newsletter reminds parents of the importance of arriving to school on time, and provides suggestions to ensure this happens daily.

Teachers, school counselor, student support assistant, and support staff building relationships and connectedness to school positively impact daily attendance.

School outreach for students chronically absent to partner with families to build systems to understand attendance challenges and increase school attendance.

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

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.

Guidance regarding school attendance during the 2021-2022 school year hinged largely on the Covid pandemic. Specific requirements to remain at home applied to Covid-like symptoms, positive Covid testing, and quarantining for close contacts. Additional caution by families of Deer Canyon resulted in many more absences than in a typical year.

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

Chronic absenteeism increased dramatically across all subgroups and overall for all students of Deer Canyon. This is a direct result of the Covid-19 pandemic.

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.

Attendance for the 2022-2023 school year is expected to dramatically improve as the pandemic guidance has changed lessening restrictions for school attendance.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$8,866.96

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$2,534.40
English Learners	\$6,332.56

Subtotal of state or local funds included for this school: \$8,866.96

Total of federal, state, and/or local funds for this school: \$8,866.96

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	2,534.40
English Learners	6,332.56

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6486.96
2000-2999: Classified Personnel Salaries	2,320.00
4000-4999: Books And Supplies	60.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	2,474.40
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	60.00
1000-1999: Certificated Personnel Salaries	English Learners	4,012.56
2000-2999: Classified Personnel Salaries	English Learners	2,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	8,866.96
Goal 3	0.00

School Site Council Membership

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

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019