

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Shoal Creek Elementary School	37682966114854	December 14, 2021	December 16, 2021

School Vision and Mission

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

School Profile

Shoal Creek Elementary School, built in 1998, serves approximately 495 students from Transitional kindergarten through fifth grade, from a rich diversity of cultural, ethnic, and linguistic backgrounds. The pristine campus is located on top of a commanding bluff in the residential community of Carmel Mountain Ranch. Since its opening in 1998, Shoal Creek attained the distinction of being identified as a California Distinguished School. The expertise of the staff, the dedication of the parents and the enthusiasm of the students have formed a professional learning community where all partners collaborate together toward the common goal of doing what is best for children and their learning. The community spirit is embodied in our vision statement that proclaims, "You are entering a community where learning is the focus, creativity is encouraged, each individual is valued and success is ensured."

The highly trained staff, comprised of certificated and classified members, is dedicated to providing a challenging and quality program that balances basic skills acquisition with critical thinking strategies for real-life application.

Our English Learners and students with special needs are integrated into general education classrooms where they receive supports to assist with their learning. This inclusive model allows all students access to the same curriculum, differentiated based on student needs, in the same learning environment. An after-school day care program (ESS) is available for students, which provides supervised homework time as well as the opportunity for recreation. We offer a parent participation preschool as well.

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

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

Shoal Creek understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

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

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

Parents are made aware of these opportunities through weekly call-out/emails, site website, town hall meetings and classroom newsletters.

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

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.37%	0.4%		2	2
African American	1.14%	1.85%	1.8%	6	10	9
Asian	25.62%	24.95%	28.3%	135	135	140
Filipino	4.36%	4.81%	5.1%	23	26	25
Hispanic/Latino	11.76%	12.75%	14.1%	62	69	70
Pacific Islander	%	0.55%	0.6%		3	3
White	42.5%	40.3%	38.0%	224	218	188
Two or More Responses	12.71%	11.65%	11.5%	67	63	57
Not Reported	1.9%	2.77%	0.2%	10	15	1
Total Enrollment				527	541	495

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	103	122	94
Grade 1	86	79	97
Grade 2	90	93	69
Grade3	75	90	81
Grade 4	89	70	81
Grade 5	84	87	73
Total Enrollment	527	541	495

Conclusions based on this data:

1. Our school enrollment has decreased from 541 students in 2019-2020 to 495 students in 2020-21.
2. There is a 4% increase in enrollment with our Asian student group.
3. There is a decline in enrollment in Kindergarten, 2nd grade, 3rd grade, and 5th grade from 2019-2020 to 2021-2022.
There is an increase in enrollment in 1st grade and 4th grade from 2019-2020 to 2021-2022.

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	62	52	33	11.8%	9.6%	6.7%
Fluent English Proficient (FEP)	85	90	95	16.1%	16.6%	19.2%
Reclassified Fluent English Proficient (RFEP)	4	20	13	5.9%	32.3%	25.0%

Conclusions based on this data:

1. There is a decline in RFEP students in 2021-2022 compared to 2019-2020.
2. The number of ELL students has decreased from 52 students in 2019-2020 to 33 students in 2021-2022.
3. There is a 3% increase in our FEP students in 2021-2022 compared to 2019-2020.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	77			73			73			94.8		
Grade 4	87			83			83			95.4		
Grade 5	84			83			83			98.8		
All	248			239			239			96.4		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2486.			50.68			27.40			13.70			8.22		
Grade 4	2501.			42.17			27.71			16.87			13.25		
Grade 5	2539.			38.55			31.33			16.87			13.25		
All Grades	N/A	N/A	N/A	43.51			28.87			15.90			11.72		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	53.42			36.99			9.59			
Grade 4	40.96			42.17			16.87			
Grade 5	48.19			37.35			14.46			
All Grades	47.28			38.91			13.81			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42.47			47.95			9.59		
Grade 4	34.94			48.19			16.87		
Grade 5	31.33			54.22			14.46		
All Grades	35.98			50.21			13.81		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	39.73			53.42			6.85		
Grade 4	25.30			65.06			9.64		
Grade 5	31.33			54.22			14.46		
All Grades	31.80			57.74			10.46		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	45.21			41.10			13.70		
Grade 4	32.53			53.01			14.46		
Grade 5	37.35			46.99			15.66		
All Grades	38.08			47.28			14.64		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	297	168	56.6	306	194	63.4	307	195	63.5
African-American	7	3	42.9	7	3	42.9	7	4	57.1
Asian	79	58	73.4	80	63	78.8	80	64	80
Caucasian	115	61	53	120	68	56.7	121	70	57.9
Filipino	11	5	45.5	11	6	54.5	11	6	54.5
Hispanic	36	12	33.3	37	20	54.1	37	15	40.5
Other	49	29	59.2	51	34	66.7	51	36	70.6
English Learners	18	4	22.2	19	8	42.1	19	8	42.1
Students with Disabilities	56	13	23.2	57	18	31.6	57	14	24.6
Socioeconomically Disadvantaged	39	11	28.2	39	13	33.3	39	13	33.3
Foster Youth									
Homeless Youth	3	1	33.3	3	2	66.7	3	1	33.3

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			43.9			45.8			47.2
African-American			50			50			50
Asian			59.1			65.2			65.2
Caucasian			28			32.1			32.1
Filipino			66.7			33.3			33.3
Hispanic			28.6			42.9			28.6
Other			57.1			44.4			66.7
English Learners			0			0			0
Students with Disabilities			18.2			9.1			9.1
Socioeconomically Disadvantaged			11.1			0			11.1
Homeless Youth			0			0			0
Grade 3									
All Students			56.6			60			65.9
African-American			100			100			100
Asian			70.6			76.5			88.2
Caucasian			60			48.6			62.2
Filipino			33.3			50			50
Hispanic			33.3			66.7			33.3
Other			53.3			66.7			73.3
English Learners			28.6			75			75
Students with Disabilities			25			47.1			35.3
Socioeconomically Disadvantaged			40			53.3			46.7
Homeless Youth			50			100			50
Grade 4									
All Students			69.6			78.8			77.8
African-American			0			0			0
Asian			85.7			95.2			90.5
Caucasian			67.9			78.6			72.4
Filipino			50			100			100
Hispanic			46.2			57.1			57.1
Other			78.6			78.6			92.9

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
English Learners			50			50			50
Students with Disabilities			28.6			35.7			28.6
Socioeconomically Disadvantaged			33.3			33.3			0
Grade 5									
All Students			53.6			68.1			60.9
African-American			33.3			33.3			66.7
Asian			78.9			78.9			78.9
Caucasian			51.9			70.4			63
Hispanic			14.3			42.9			28.6
Other			46.2			69.2			46.2
English Learners			16.7			16.7			16.7
Students with Disabilities			20			26.7			20
Socioeconomically Disadvantaged			25			33.3			41.7

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	235	9.79	21.7	10.64	57.87
African-American	5	20	20	20	40
Asian	57	1.75	12.28	7.02	78.95
Caucasian	93	9.68	24.73	13.98	51.61
Filipino	8	12.5	25	0	62.5
Hispanic	30	26.67	30	10	33.33
Other	42	7.14	21.43	9.52	61.9
English Learners	16	25	25	12.5	37.5
Students with Disabilities	46	36.96	34.78	4.35	23.91
Socioeconomically Disadvantaged	30	30	30	13.33	26.67
Foster Youth					
Homeless Youth	2	0	50	0	50

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Shoal Creek Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	431	231	441	447	437	427	427	422
Winter	450	261	463	457	457	444	450	427
Spring	523	582	496	531	522	514	527	529
Growth	92	351	55	84	85	87	100	107
Grade 2								
Fall	492	534	29	494	490	492	487	495
Winter	502	574	38	507	493	503	495	495
Spring	513	624	25	518	496	518	513	504
Growth	21	90	-4	24	6	26	26	9
Grade 3								
Fall	538	729	0	123	0	536	537	539
Winter	546	768	0	90	11	547	547	544
Spring	559	823	0	86	4	558	562	558
Growth	21	94	0	-37	4	22	25	19
Grade 4								
Fall	570	878	0	46	4	572	571	567
Winter	580	925	0	48	5	581	582	578
Spring	595	991	0	22	0	596	596	594
Growth	25	113	0	-24	-4	24	25	27
Grade 5								
Fall	573	892	0	39	17	578	574	568
Winter	592	979	0	35	0	599	592	588
Spring	600	1013	0	40	5	608	597	598
Growth	27	121	0	1	-12	30	23	30

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Shoal Creek Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Percentage of students to have exceeded standards increased from 40.59% to 43.51% from 16-17 to 18-19.
2. 3rd grade increased from 38% to 53% exceeding standards from 16-17 to 18-19.
3. All students increased in ELA by 3.75% in 2018-19.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	77			74			74			96.1		
Grade 4	87			83			83			95.4		
Grade 5	84			83			83			98.8		
All	248			240			240			96.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2485.			48.65			29.73			14.86			6.76		
Grade 4	2514.			39.76			34.94			14.46			10.84		
Grade 5	2560.			55.42			12.05			18.07			14.46		
All Grades	N/A	N/A	N/A	47.92			25.42			15.83			10.83		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	62.16			27.03			10.81			
Grade 4	56.63			26.51			16.87			
Grade 5	59.04			19.28			21.69			
All Grades	59.17			24.17			16.67			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52.70			36.49			10.81		
Grade 4	37.35			46.99			15.66		
Grade 5	45.78			34.94			19.28		
All Grades	45.00			39.58			15.42		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	43.24			44.59			12.16		
Grade 4	42.17			42.17			15.66		
Grade 5	48.19			33.73			18.07		
All Grades	44.58			40.00			15.42		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	296	134	45.3	306	169	55.2	295	157	53.2
African-American	7	0	0	7	1	14.3	7	3	42.9
Asian	79	52	65.8	80	59	73.8	76	59	77.6
Caucasian	115	43	37.4	120	56	46.7	117	52	44.4
Filipino	11	6	54.5	11	7	63.6	10	6	60
Hispanic	36	12	33.3	37	15	40.5	37	14	37.8
Other	48	21	43.8	51	31	60.8	48	23	47.9
English Learners	18	6	33.3	19	5	26.3	19	7	36.8
Students with Disabilities	56	15	26.8	57	14	24.6	57	15	26.3
Socioeconomically Disadvantaged	38	5	13.2	39	12	30.8	39	10	25.6
Foster Youth									
Homeless Youth	3	1	33.3	3	2	66.7	3	1	33.3

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			47.7			54.2			46.5

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
African-American			0			0			50
Asian			63.6			78.3			69.6
Caucasian			28			32.1			28.6
Filipino			66.7			66.7			66.7
Hispanic			57.1			42.9			14.3
Other			66.7			77.8			62.5
English Learners			33.3			0			0
Students with Disabilities			18.2			27.3			27.3
Socioeconomically Disadvantaged			12.5			22.2			11.1
Homeless Youth			0			0			0
Grade 3									
All Students			47			49.4			49.4
African-American			0			100			100
Asian			70.6			64.7			70.6
Caucasian			42.9			37.8			37.8
Filipino			50			50			50
Hispanic			33.3			44.4			44.4
Other			40			60			53.3
English Learners			42.9			25			62.5
Students with Disabilities			43.8			17.6			23.5
Socioeconomically Disadvantaged			20			46.7			33.3
Homeless Youth			50			100			50
Grade 4									
All Students			41.8			58.8			65.7
African-American			0			0			0
Asian			57.1			66.7			94.1
Caucasian			46.4			60.7			68
Filipino			50			100			100
Hispanic			23.1			35.7			50
Other			28.6			64.3			41.7
English Learners			0			50			50
Students with Disabilities			21.4			28.6			35.7
Socioeconomically Disadvantaged			0			0			33.3

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 5									
All Students			44.9			59.4			52.2
African-American			0			0			33.3
Asian			73.7			84.2			78.9
Caucasian			29.6			59.3			48.1
Hispanic			28.6			42.9			28.6
Other			53.8			46.2			38.5
English Learners			33.3			33.3			16.7
Students with Disabilities			20			26.7			20
Socioeconomically Disadvantaged			8.3			25			25

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	235	10.64	33.62	14.04	41.7
African-American	5	40	20	40	0
Asian	57	3.51	17.54	12.28	66.67
Caucasian	93	9.68	39.78	11.83	38.71
Filipino	8	12.5	25	37.5	25
Hispanic	30	30	26.67	23.33	20
Other	42	4.76	50	7.14	38.1
English Learners	16	18.75	37.5	6.25	37.5
Students with Disabilities	46	41.3	32.61	10.87	15.22
Socioeconomically Disadvantaged	30	26.67	43.33	16.67	13.33
Foster Youth					
Homeless Youth	2	0	50	0	50

**Grades 2-8 and 11 iReady Math Growth Summary by Grade Level
Spring**

Shoal Creek Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	401	0	398	408	397	403
Winter	412	0	410	419	407	412
Spring	419	0	412	424	417	425
Growth	18	0	14	16	20	22
Grade 2						
Fall	416	0	413	424	412	414
Winter	427	0	421	435	426	425
Spring	435	0	435	436	432	437
Growth	19	0	22	12	20	23
Grade 3						
Fall	443	0	436	450	445	443
Winter	450	0	443	457	458	444
Spring	465	0	463	468	466	464
Growth	22	0	27	18	21	21
Grade 4						
Fall	466	0	465	472	465	460
Winter	479	0	476	480	482	478
Spring	493	0	488	493	500	492
Growth	27	0	23	21	35	32
Grade 5						
Fall	478	0	478	482	481	472
Winter	490	0	494	494	485	485
Spring	502	0	504	502	501	501
Growth	24	0	26	20	20	29

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021		
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	
All Shoal Creek Elementary School																	
Am Indian/Alskn Nat																	

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

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

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	1543.3	*	1527.5	*	1558.3	*	13	6
Grade 2	*	1569.2	*	1544.3	*	1593.6	*	13
Grade 3	1525.6	*	1529.7	*	1520.7	*	18	6
Grade 4	1501.7	1459.4	1490.5	1497.0	1512.5	1421.1	11	12
Grade 5	*	*	*	*	*	*	*	*
All Grades							62	43

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	84.62	*	*	*	*	*		*	13	*
2	*	76.92	*	23.08		0.00		0.00	*	13
3	*	*	*	*	*	*	*	*	18	*
4	*	16.67	*	16.67	*	25.00	*	41.67	11	12
5	*	*		*	*	*		*	*	*
All Grades	64.52	39.53	20.97	30.23	*	13.95	*	16.28	62	43

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	13	*
2	*	69.23	*	23.08		7.69		0.00	*	13
3	61.11	*	*	*	*	*	*	*	18	*
4	*	33.33	*	41.67	*	0.00	*	25.00	11	12
5	*	*		*	*	*		*	*	*
All Grades	66.13	44.19	19.35	37.21	*	9.30	*	9.30	62	43

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	84.62	*	*	*		*		*	13	*
2	*	61.54	*	38.46		0.00		0.00	*	13
3	*	*	*	*	*	*	*	*	18	*
4	*	8.33	*	8.33	*	33.33	*	50.00	11	12
5	*	*		*	*	*		*	*	*
All Grades	56.45	30.23	20.97	34.88	*	16.28	*	18.60	62	43

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	100.00	*		*		*	13	*	
2	*	76.92	*	23.08		0.00	*	13	
3	*	*	*	*	*	*	18	*	
4	*	25.00	*	58.33	*	16.67	11	12	
All Grades	67.74	51.16	22.58	41.86	*	6.98	62	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	13	*	
2	*	53.85		46.15		0.00	*	13	
3	72.22	*	*	*	*	*	18	*	
4	*	33.33	*	58.33	*	8.33	11	12	
All Grades	74.19	37.21	17.74	55.81	*	6.98	62	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	100.00	*		*		*	13	*	
2	*	61.54	*	38.46		0.00	*	13	
3	*	*	*	*	*	*	18	*	
4	*	8.33	*	25.00	*	66.67	11	12	
All Grades	61.29	34.88	25.81	39.53	*	25.58	62	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	13	*
2	*	53.85	*	46.15		0.00	*	13
3	*	*	*	*	*	*	18	*
4	*	16.67	*	50.00	*	33.33	11	12
All Grades	58.06	39.53	37.10	46.51	*	13.95	62	43

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

Alternative Metrics EL Students

Conclusions based on this data:

1. 84% of EL students are currently at level 3 or 4.
2. Our areas of focus continue to be in the areas of both the reading and writing domains.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	*	12	10	*	1	1	*	8.33	10
American Indian or Alaskan		2	2		*	1		*	50
Asian	135	147	144	8	11	4	6	7.48	2.78
Filipino	20	27	25	1	2	0	4	7.41	0
Hispanic or Latino	63	83	73	9	13	5	13	15.66	6.85
Did not Report	*			*			*		
Pacific Islander		3	2	*		0		*	0
Two or More Races	72	72	60	3	2	1	4	2.78	1.67
White	228	232	206	6	14	10	3	6.03	4.85
Male									
Female									
English Learners	63	43	37	3	2	3	7	4.65	8.11
Students with Disabilities			81	2		5	2		6.17
Socioeconomically	57		71	6		9	8		12.68
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	534	581	522	29	45	22	5	7.75	4.21

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

Conclusions based on this data:

1. In 2020-2021 our Chronic Absenteeism count decreased by 23.
2. Our Hispanic or Latino group has the highest percentage of chronic absenteeism rate in 2020-2021, but it had a 9% improvement compared to the rate in 2019-2020.
3. Our Socioeconomically disadvantaged student group had the highest rate of chronic absenteeism in 2020-2021, compared to any other student group.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.7	0.17	0

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

Conclusions based on this data:

1. We had 0 suspensions in 2020-2021.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. Does not apply to Shoal Creek Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 1: Mathematics

Based on 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Math will increase from 73.3% to 80.3%. (+7%).

Identified Need

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

Alternative Metrics

All Students: (grades K-5) 37.58%
 EL: 28.57%
 EDY: 33.33%
 Special Education: 30.19%
 Hispanic: 25.37%
 African American: 30.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Math data from 2020 California Assessment of Student Performance and Progress (CAASPP) for all students.	Data from the 2019 CAASPP Math test shows 73.3% of all students Met or Exceeded standards.	The percentage of all students who Meet and Exceed standards will increase by 7% to 80.3%.
English Learner Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the 2019 CAASPP Math test shows 40% EL students Met or Exceeded Standards.	The percentage of English Learner students who Meet and Exceed standards will increase to more than 50% of EL students.
EDY/Title I Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Economically Disadvantaged.	Data from the 2019 CAASPP Math test shows 37% of EDY students Met or Exceeded standards.	The percentage of Economically Disadvantaged students who Meet and Exceed standards will increase by 7% to 43%.
Student with Disabilities Math Data from 2020 California Assessment of Student Performance and Progress	Data from the 2019 CAASPP Math test shows 39% of Students with disabilities Met or Exceeded standards.	The percentage of Students with Disabilities who Meet and Exceed standards will increase by 7% to 46%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(CAASPP) for students identified as Students with Disabilities.		
Math Data from 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Hispanic or Latino.	Data from the 2019 CAASPP Math test shows 46% of Hispanic or Latino Met or Exceeded standards.	The percentage of Hispanic or Latino students who Meet and Exceed standards will increase by 7% to 53%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

All grade levels will use small group instruction to target specific skills or areas of concern. Individual and Small group instruction via push-in or pullout will be provided by instructional assistants, or Impact teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Credentialed Teacher Interventionist
500	English Learners 2000-2999: Classified Personnel Salaries Instructional Assistant for Intervention Purposes.
	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750.00

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Credentialed Teacher Interventionist.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students grades K-5.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students grades K-5.

Strategy/Activity

All students will have access to iReady Mathematics to continue to build upon their Math knowledge, skills and individualized assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the suspension of CAASP testing, we were not able to measure the effectiveness of this goal.

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

Due to moving into Distance Learning, we were unable to have push-in and pull-out by instructional assistants and impact teachers from March - June.

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.

This year we will be monitoring district supported software Lexia and iReady. This will help us monitor and track student progress toward proficiency. It also provides remediation activities to support student learning.

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 2019-2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts will increase from 72% to 80%. (+8%).

Identified Need

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

Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 59.62%
 EL: 36.36%
 EDY: 36.84%
 Special Education: 37.84%
 Hispanic: 45.45%
 African American: 42.86%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2022 CAASPP English Language Arts data for all students.	2019 CAASPP English Language Arts data for all students shows 72% Met and Exceeded standards.	The percentage of all students who met or exceeded standards will increase from 72% to 80% in ELA on the 2020 CAASPP.
English Learner 2022 CAASPP English Language Arts data for English Learners.	2019 CAASPP English Language Arts data for English Learners showed a major drop of 35% from 42%.	The percentage of English Learners who met or exceeded standards will increase from 35% to 43% on the 2022 CAASPP.
EDY/Title I 2022 CAASPP English Language Arts data for Economically Disadvantaged students.	2019 CAASPP English Language Arts data for Economically Disadvantaged students showed a decrease of 7% from 39% to 32%.	The percentage of Economically Disadvantaged students will increase by 8% from 32% to 40% on the 2022 CAASPP.
Student with Disabilities 2022 CAASPP English Language Arts data for Students with Disabilities students.	2019 CAASPP English Language Arts data for Students with Disabilities showed an increase of 2%.	The percentage of Students with Disabilities will increase by 8%, from 32% to 40% on the 2022 CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are below proficient or not meeting standards in English Language Arts in grades K-5.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750.

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Credentialed Teacher Interventionist

English Learners
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

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

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students TK-5.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the suspension of CAASP testing, we were not able to measure the effectiveness of this goal.

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

Due to moving into Distance Learning, we were unable to have push-in or pull-out instruction by impact teachers on a consistent basis.

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.

This year we will be monitoring district supported software Lexia and iReady. This will help us monitor and track student progress toward proficiency. It also provides remediation activities to support student learning.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 3: Socio-Emotional/Behavior

By June 2021, the percentage of 4th and 5th grade students who feel they have meaningful participation at school will increase from 37% to 45%. The school wide chronic absenteeism rate will continue to decline and drop from 7.5% to 6%.

Identified Need

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

Alternative Metrics

Students in 5th grade will participate in the California Healthy Kids Survey (CHKS).
 Students in 4th and 5th grade will participate in a student survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide The data from the 2021 School Climate Report Card and the school's own survey in the spring will be used to measure this outcome.	2018-19 "Meaningful Participation" is 37%. Chronic absenteeism is 5%.	Meaningful participation will increase by 8% and the chronic absenteeism rate will decrease to 4%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Counselor and Student Services Assistant will do class lessons, run small groups, do conflict mediation, and run a playroom to give support to students to help them feel safe at school.

Other strategies and activities include:

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Give a student this survey at the end of each year to students regarding meaning participation.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our counselor and Student Services Assistant successfully implemented our Fall activity of "One School, One Book" and the Winter Activity "Kindness Week" with good participation and response from students. Due to the pandemic, we did not do the Spring Activity. Students also had opportunities to participate in Community Service and help decide the Spirit Days. The PTA events also allowed for student voice and choice.

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

The move to Distance Learning did not allow us to do any Spring events. We were also unable to survey our 4th and 5th grade students as planned.

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 plan to continue these goals this year. We have new Fall and Winter activities and will implement the Spring Activities and do the survey of students at the end of the year.

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 2022, Shoal Creek 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

To increase inclusion and deepen understanding of equity and diversity among staff and students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide All staff will participate in equity and diversity-based learnings and activities to increase awareness and take action.	All staff participated in NPFH training with ADL in 2020-2021.	Staff will begin to incorporate their learning with students through activities, analyzing curriculum and using an equity and inclusion lens as they plan lessons, etc. Students will feel connected to their learning, be seen in their curriculum and feel valued as part of the school community.
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 Staff.

Strategy/Activity

Site equity team will attend SDCOE Equity Leadership training in 2021-2022. After attending training, team will plan staff activities focused on equity and diversity and implement with staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will benefit from staff learning and engagement with culturally responsive professional development opportunities.

Strategy/Activity

Staff will participate in professional development supporting learning and engaging in culturally responsive experiences to continue inclusive practices and pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in grades K-5.

Strategy/Activity

Students will continue to plan and participate in No Place for Hate activities throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

We will have zero chronic absenteeism in 2021-2022.

Identified Need

In 2020-2021 our chronic absenteeism rate was 4.21%. This equates to 22 of our students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide In 2021-2022 we will have zero chronic absenteeism.	In 2020-2021, 22 students (4.21%) were chronically absent.	All students will attend school and we will have 0 chronic absenteeism.
English Learner In 2021-2022 we will have zero chronic absenteeism.	In 2020-2021, 8.11% of ELs were chronically absent.	All students will attend school and we will have 0 chronic absenteeism.
EDY/Title I In 2021-2022 we will have zero chronic absenteeism.	In 2020-2021, 12.68% of socioeconomically disadvantaged students were chronically absent.	All students will attend school and we will have 0 chronic absenteeism.
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 will be included in the school environment and make connections to school through activities, events, etc.

Strategy/Activity

Lunchtime activities, use of Otterly Teriffics rewards, home visits, S3 process, counseling 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)
1480	Educationally Disadvantaged Youth
	English Learners

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	\$4,980.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$3,480.00
English Learners	\$1,500.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$4,980.00

Total of federal, state, and/or local funds for this school: \$4,980.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	3,480.00
English Learners	1,500.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	1,480.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	2,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	1,480.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,000.00
2000-2999: Classified Personnel Salaries	English Learners	500.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

1,750.00
1,750.00
0.00
0.00
1,480.00

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