

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
Tierra Bonita Elementary School	37682966095053	October 5, 2021	December 16, 2021

School Vision and Mission

Our Mission is to ensure that each student at Tierra Bonita Elementary School will develop the attitudes, skills, and knowledge essential to their future success in school and society.

To fulfill our mission, we will have a caring, competent staff who provides for each student a desire for learning, mutual respect and personal worth. We will provide an integrated, comprehensive curriculum for K-5 students utilizing a wide variety of learning strategies by an experienced staff. The future success of each student will be based upon their acquired knowledge of cooperation, communication, critical thinking, and problem solving.

Fundamental to our mission are staff development through continuous growth and staff decision-making, effective use of resources, a safe, orderly, and attractive environment, and a mutual respect for colleagues, their diversity and contributions.

School Profile

At Tierra Bonita Elementary School the focus is on learning. In a dynamic, child-centered environment, all students have opportunities to learn and grow academically, physically, socially, and emotionally. Engaged students, a highly competent and caring staff, and a very supportive community that is dedicated to supporting a learning environment are committed to preparing our students for a 21st century future as world-class learners. Innovative experiences that lead students to have a creative student voice and learn and apply technical skill in their work has led to our designation as an Apple Distinguished School for the 2020-2021 school year.

Our mission statement, "...to ensure that each student at Tierra Bonita Elementary School will develop the attitudes, skills, and knowledge essential to their future success in school and society." fuels our belief in how we provide a full and rigorous learning environment. Our instructional program incorporates the California State Content Standards and the Next Generation Science Standards ensuring our students are ready to tackle problems for a fast-changing innovative future.

The Tierra Bonita staff works as a team, within and between grade levels, and welcomes parent and community participation throughout the school. In addition to a strong volunteer program, the TBPTA, TB Education Foundation, School Site Council, PAW (Parents at Work), all focus on a rich learning and social environment for all students.

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

The principal holds meetings with the ELAC, School Site Council, the Instructional Leadership Team, and also meets regularly with the SpEd site staff, school psychologist, and school counselor. The principal works closely with the Instructional Leadership Team to address school-wide goals and whole staff through staff meetings to report on progress toward SPSA goals and to seek input on needs that can impact student learning. Data from staff surveys were utilized to construct our SPSA and will be used in updating and reviewing our progress. Past Thought Exchange, CHKS, CAASPP, district assessments and stakeholder groups are referenced and current measures will be used to gain more current measures for the SPSA.

The principal met with the Instructional Leadership Team on Monday, October 11th, 2021, to review the 2020-2021 SPSA and to review the past year data. Our Team also discussed a plan for grade levels to review and analyze data to support and give input for school-wide goals. The Instructional Leadership Team will continue to meet to identify needs for each grade level and strategies/activities to support each grade level. This information was presented and shared with ELAC, our SpEd Team, and with the School Site Council.

The principal met with the ELAC committee on October 8th, 2020, to discuss the school's SPSA information. After the presentations, parents discussed the SPSA and shared any recommendations to be presented to the School Site Council for the 2020-21 SPSA. The ELAC members supported the goals that were shared and created by the grade level teams. The principal made the same presentation to the School Site Council on October 14th, 2021. No recommendations were made by the ELAC to the School Site Council.

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%	%		0	
African American	0.86%	1.02%	0.6%	4	5	2
Asian	4.52%	4.28%	3.7%	21	21	13
Filipino	1.08%	1.63%	2.3%	5	8	8
Hispanic/Latino	13.98%	15.48%	18.6%	65	76	66
Pacific Islander	0.22%	0.2%	%	1	1	
White	71.61%	66.6%	63.0%	333	327	223
Two or More Responses	7.31%	7.94%	11.9%	34	39	42
Not Reported	0.43%	2.85%	%	2	14	
Total Enrollment				465	491	354

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	92	62
Grade 1	66	72	45
Grade 2	66	76	48
Grade3	73	82	65
Grade 4	84	78	69
Grade 5	88	91	65
Total Enrollment	465	491	354

Conclusions based on this data:

1. There has been a decline in enrollment from the 19-20 to this year, 21-22 school year.
2. The decline in enrollment has affected every grade level from the 19-20 to this year, 21-22 school year.
3. All but three student groups have declined in enrollment. There has been no change with Native Americans and Filipino enrollment and a slight increase with the Two or More Responses category.

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	42	39	36	9.0%	7.9%	10.2%
Fluent English Proficient (FEP)	11	11	9	2.4%	2.2%	2.5%
Reclassified Fluent English Proficient (RFEP)	4	6	1	8.9%	14.3%	2.6%

Conclusions based on this data:

1. Our English Learner percentages has increased by 2.3%.
2. Our FEP students increased by .3%.
3. Our RFEP students declined by more than 10%, which may be due to our decline in enrollment.

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	74			74			74			100		
Grade 4	85			83			83			97.6		
Grade 5	87			83			83			95.4		
All	246			240			240			97.6		

* 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	2470.			50.00			16.22			21.62			12.16		
Grade 4	2496.			38.55			21.69			21.69			18.07		
Grade 5	2542.			32.53			38.55			18.07			10.84		
All Grades	N/A	N/A	N/A	40.00			25.83			20.42			13.75		

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	45.95			43.24			10.81			
Grade 4	34.94			44.58			20.48			
Grade 5	40.96			51.81			7.23			
All Grades	40.42			46.67			12.92			

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	32.43			58.11			9.46		
Grade 4	26.51			55.42			18.07		
Grade 5	32.53			53.01			14.46		
All Grades	30.42			55.42			14.17		

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	31.08			58.11			10.81		
Grade 4	31.33			62.65			6.02		
Grade 5	30.12			62.65			7.23		
All Grades	30.83			61.25			7.92		

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	33.78			52.70			13.51		
Grade 4	32.53			51.81			15.66		
Grade 5	36.14			50.60			13.25		
All Grades	34.17			51.67			14.17		

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	283	155	54.8	286	182	63.6	287	177	61.7
African-American									
Asian	14	8	57.1	14	12	85.7	14	12	85.7
Caucasian	184	111	60.3	183	126	68.9	184	120	65.2
Filipino	5	2	40	5	4	80	5	4	80
Hispanic	40	8	20	40	11	27.5	40	11	27.5
Other	40	26	65	44	29	65.9	44	30	68.2
English Learners	28	5	17.9	29	7	24.1	29	6	20.7
Students with Disabilities	59	18	30.5	59	19	32.2	59	21	35.6
Socioeconomically Disadvantaged	45	9	20	48	12	25	48	13	27.1
Foster Youth									
Homeless Youth	8	2	25	8	2	25	8	4	50

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

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			43.7			57.7			57.1
Asian			50			83.3			83.3
Caucasian			45.5			56.8			53.5
Hispanic			18.2			45.5			36.4
Other			60			60			80
English Learners			16.7			33.3			16.7
Students with Disabilities			35.3			35.3			41.2
Socioeconomically Disadvantaged			10			10			20
Homeless Youth			0			0			100
Grade 3									
All Students			47.8			56.9			59.7
Asian			50			75			75
Caucasian			55.8			61.9			63.6
Filipino			0			100			100
Hispanic			23.1			33.3			33.3
Other			50			50			66.7
English Learners			44.4			33.3			44.4
Students with Disabilities			30.8			33.3			33.3
Socioeconomically Disadvantaged			0			11.1			22.2
Homeless Youth			0			0			50
Grade 4									
All Students			64.9			69.7			61.8
Asian			50			100			100
Caucasian			70.8			77.1			66.7
Filipino			50			100			100
Hispanic			28.6			12.5			12.5
Other			66.7			68.8			62.5
English Learners			0			25			12.5
Students with Disabilities			30			27.3			27.3
Socioeconomically Disadvantaged			41.7			50			42.9
Homeless Youth			66.7			66.7			66.7

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 5									
All Students			62			68.9			67.6
Asian			100			100			100
Caucasian			67.3			77.6			75.5
Filipino			50			50			50
Hispanic			11.1			11.1			22.2
Other			77.8			75			66.7
English Learners			0			0			0
Students with Disabilities			26.3			31.6			36.8
Socioeconomically Disadvantaged			23.1			20			20
Homeless Youth			0			0			0

**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	217	9.22	27.65	13.82	49.31
African-American					
Asian	8	0	12.5	12.5	75
Caucasian	141	2.13	29.08	14.89	53.9
Filipino	5	20	0	40	40
Hispanic	29	51.72	24.14	10.34	13.79
Other	34	2.94	32.35	8.82	55.88
English Learners	23	56.52	21.74	8.7	13.04
Students with Disabilities	42	38.1	28.57	19.05	14.29
Socioeconomically Disadvantaged	38	34.21	36.84	10.53	18.42
Foster Youth					
Homeless Youth	7	42.86	14.29	14.29	28.57

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

Tierra Bonita Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	407	277	405	414	403	414	395	417
Winter	475	380	474	487	475	468	478	468
Spring	472	404	461	491	477	469	465	465
Growth	65	127	56	77	74	55	70	48
Grade 2								
Fall	494	536	37	494	487	493	495	495
Winter	511	610	14	515	496	509	507	515
Spring	531	701	15	530	501	530	534	535
Growth	37	165	-22	36	14	37	39	40
Grade 3								
Fall	519	656	0	170	29	522	519	515
Winter	535	733	0	87	27	529	541	537
Spring	546	777	0	54	22	545	549	543
Growth	27	121	0	-116	-7	23	30	28
Grade 4								
Fall	559	828	0	63	12	561	559	556
Winter	566	863	0	46	10	567	567	566
Spring	573	892	0	59	24	574	578	568
Growth	14	64	0	-4	12	13	19	12
Grade 5								
Fall	574	896	0	77	17	583	573	566
Winter	582	936	0	58	12	583	585	581
Spring	593	977	0	62	23	597	597	587
Growth	19	81	0	-15	6	14	24	21

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
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Tierra Bonita 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. iReady performance levels show growth from fall 2020 to winter 2021 with a slight decline in spring 2021 by 1.9%. CAASPP data from the 18-19 school year showed students meeting or exceeding standards at 65.83%.
2. For spring 2021 measured by iReady 61.7% met benchmark. We do have four student subgroups, Hispanic, Socioeconomically Disadvantaged, English Language Learners, and Special Education, performing below the overall achievement.
3. Areas of need may be in phonological awareness, but in the upper grades, focus may be more in comprehension. All areas showed growth except in the areas of phonological awareness for all grade levels.

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	74			74			74			100		
Grade 4	85			83			83			97.6		
Grade 5	87			83			83			95.4		
All	246			240			240			97.6		

* 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	2465.			43.24			29.73			10.81			16.22		
Grade 4	2508.			33.73			25.30			31.33			9.64		
Grade 5	2561.			43.37			26.51			19.28			10.84		
All Grades	N/A	N/A	N/A	40.00			27.08			20.83			12.08		

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	55.41			22.97			21.62			
Grade 4	49.40			30.12			20.48			
Grade 5	48.19			37.35			14.46			
All Grades	50.83			30.42			18.75			

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	45.95			40.54			13.51		
Grade 4	38.55			44.58			16.87		
Grade 5	40.96			48.19			10.84		
All Grades	41.67			44.58			13.75		

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	51.35			33.78			14.86		
Grade 4	39.76			44.58			15.66		
Grade 5	31.33			53.01			15.66		
All Grades	40.42			44.17			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	283	118	41.7	285	141	49.5	287	128	44.6
African-American									
Asian	14	9	64.3	14	9	64.3	14	10	71.4
Caucasian	184	83	45.1	183	99	54.1	183	90	49.2
Filipino	5	0	0	5	2	40	5	1	20
Hispanic	40	8	20	40	10	25	41	7	17.1
Other	40	18	45	43	21	48.8	44	20	45.5
English Learners	27	2	7.4	28	3	10.7	29	3	10.3
Students with Disabilities	59	12	20.3	58	10	17.2	60	12	20
Socioeconomically Disadvantaged	45	3	6.7	46	7	15.2	49	5	10.2
Foster Youth									
Homeless Youth	8	1	12.5	8	2	25	8	1	12.5

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			56.3			62.3			54.3
Asian			66.7			66.7			66.7

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Caucasian			54.5			60.5			53.5
Hispanic			36.4			50			36.4
Other			80			80			70
English Learners			0			0			0
Students with Disabilities			41.2			40			35.3
Socioeconomically Disadvantaged			10			25			10
Homeless Youth			100			0			0
Grade 3									
All Students			28.8			29.9			29.4
Asian			50			50			50
Caucasian			30.2			34.9			34.1
Filipino			0			0			0
Hispanic			23.1			23.1			15.4
Other			20			0			16.7
English Learners			25			22.2			11.1
Students with Disabilities			7.7			7.7			23.1
Socioeconomically Disadvantaged			0			10			0
Homeless Youth			0			50			0
Grade 4									
All Students			37.8			50			45.3
Asian			50			50			100
Caucasian			41.7			54.2			51.1
Filipino			0			50			0
Hispanic			14.3			12.5			12.5
Other			40			56.3			43.8
English Learners			0			12.5			25
Students with Disabilities			10			0			0
Socioeconomically Disadvantaged			8.3			21.4			14.3
Homeless Youth			0			33.3			33.3
Grade 5									
All Students			43.1			54.8			48.6
Asian			100			100			100
Caucasian			53.1			65.3			57.1
Filipino			0			50			50

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Hispanic			0			11.1			0
Other			30			36.4			41.7
English Learners			0			0			0
Students with Disabilities			15.8			15.8			15.8
Socioeconomically Disadvantaged			7.7			7.1			13.3
Homeless Youth			0			0			0

**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	218	14.68	43.58	9.63	32.11
African-American					
Asian	8	0	25	12.5	62.5
Caucasian	141	7.09	44.68	9.93	38.3
Filipino	5	20	60	0	20
Hispanic	30	66.67	23.33	3.33	6.67
Other	34	2.94	58.82	14.71	23.53
English Learners	23	60.87	26.09	13.04	0
Students with Disabilities	43	55.81	30.23	2.33	11.63
Socioeconomically Disadvantaged	39	48.72	41.03	0	10.26
Foster Youth					
Homeless Youth	7	57.14	28.57	0	14.29

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

Tierra Bonita Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	406	0	400	415	407	408
Winter	413	0	410	425	412	407

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Spring	427	0	417	432	426	436
Growth	21	0	17	17	19	28
Grade 2						
Fall	420	0	411	425	422	424
Winter	431	0	427	433	431	433
Spring	435	0	435	438	437	431
Growth	15	0	24	13	15	7
Grade 3						
Fall	433	0	430	440	431	432
Winter	439	0	432	450	442	433
Spring	452	0	451	457	452	445
Growth	19	0	21	17	21	13
Grade 4						
Fall	456	0	453	465	458	449
Winter	470	0	467	479	470	464
Spring	480	0	478	479	482	481
Growth	24	0	25	14	24	32
Grade 5						
Fall	476	0	477	479	478	470
Winter	485	0	489	485	486	477
Spring	495	0	495	495	498	490
Growth	19	0	18	16	20	20

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						
Spring	423	0						
Growth	19	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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								
Fall	512	0						
Winter	516	0						
Spring	536	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
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 Tierra Bonita Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																

	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	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	
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. Overall, there was a 5.8% growth with students that met and exceeded performance from previous years. As measured in iReady growth is apparent in all standard bands with the lowest amount of growth in Algebra and Algebraic Thinking.
2. Students struggle in Problem Solving and Modeling/Data Analysis from previous years in all performance standards as showed in iReady.
3. Although students are showing growth, performance in Numbers and Operations has the lowest performance level within all performance standards for grades 1-4. For grade 5 students showed progress, but the overall performance level is the lowest in Geometry as shown in the iReady data.

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	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	8
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	4
All Grades							43	38

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	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	34.88	23.68	*	26.32	*	36.84	25.58	13.16	43	38

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	*	*		*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	44.19	31.58	*	31.58	*	23.68	*	13.16	43	38

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	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	27.91	13.16	*	23.68	*	36.84	41.86	26.32	43	38

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	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	53.49	31.58	25.58	52.63	*	15.79	43	38

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	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	32.56	26.32	53.49	63.16	*	10.53	43	38

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
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	10.53	34.88	52.63	44.19	36.84	43	38

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
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	41.86	28.95	37.21	63.16	*	7.89	43	38

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. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, 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:

1. ELPAC scores are not available for the 20-21 school year.

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	*	5	3	*	*	2	*	*	66.67
American Indian or Alaskan			2			0			0
Asian	21	22	15	0		0	0		0
Filipino	*	7	8	*		0	*		0
Hispanic or Latino	65	81	72	11	9	8	16	11.11	11.11
Did not Report	*			*			*		
Pacific Islander	*	1	2	*		0	*		0
Two or More Races	35	47	46	1	3	3	3	6.38	6.52
White	333	344	250	10	14	11	3	4.07	4.4
Male									
Female									
English Learners	42	45	45	2	2	9	5	4.44	20
Students with Disabilities			86	9		11	8		12.79
Socioeconomically	76		83	9		11	10		13.25
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	466	508	398	23	27	24	5	5.31	6.03

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

Conclusions based on this data:

1. Chronic absenteeism affected both our African American, Hispanic, and Latinx groups.
2. The least affected groups were the White and Two or More Races subgroups.
3. Our English Learners, students with disabilities, and socioeconomically disadvantaged were also greatly affected showing an increase in chronic absenteeism in the past year, 20-21. These populations may be affected mostly due to the COVID-19 impacts on student learning environment.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.6	0.2	0

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

Conclusions based on this data:

1. Suspension rates have not shown a significant concern.
2. We met our last year's goal of reducing the number of suspensions at Tierra Bonita from a rate of .6 to .2 to 0 for the 20-21 school year.
3. Suspension rates have declined. Changes in student learning environments and with students learning virtually from home provided less behavior issues on campus.

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 Tierra Bonita 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?

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

Goal 1: Mathematics

Due to the lack of California Assessment of Student Performance and Progress (CAASPP) data for the past two years we looked at historical data reporting back to 18-19, the percentage of 70% of our students will meet or exceed standards based on the CAASPP data for 21-22 for grades 3-5.

Identified Need

Identified need is based on analyzing data from a variety of sources, including academic assessments, surveys, attendance, and student discipline. The evaluation of assessments is with the collaboration of our Instructional Leadership Team (ILT), teaching staff, and with our School Site Council. Due to the shifts in COVID-19 guidance that impacted student learning environments from moving from an on campus, to having options in both virtual learning and independent learning models, has created a unique situation for students and possible learning loss.

District assessments (iReady) will also show progress of up to seven percentage points overall at each benchmark window, but progress will be respective of learning from students that have had learning loss from the past COVID-19 impacts to student learning environments. The percentage of students identified in specific targeted student populations will also show positive increase on both statewide and district measures as we will provide extra focus and intervention support for both of our ELL and EDY subgroups. Our instructional focus will be on Problem Solving in grades 1-4 and in geometry for grade 5.

Alternative Metrics

Beginning of the year iReady metrics:

- 50% Students are on or above grade level
- 39% Students are one grade levels below
- 11% Students are two or more grade levels below

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

All Students: (grades K-5) 38.89%
 EL: 16.67%
 EDY: 7.69%
 Special Education: 33.33%
 Hispanic: 34.88%
 African American: 0.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress	Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall math test shows 41.74% of all	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points from the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>(CAASPP) District Student Performance and Progress for all Students.</p> <p>iReady diagnostics in the fall to measure student progress and/or student learning loss.</p>	<p>students at "Standard Met" or "Standard Exceeded."</p> <p>Beginning of the year iReady metrics is showing that 40% of students are on or above grade level.</p>	<p>baseline outcome from spring 2021 at 41.74% to 48.74%.</p> <p>Individual student growth will be monitored from the iReady diagnostics in the fall to measure student growth of three percentage points from 40% to 47% for student performing on or above grade level.</p>
<p>English Learner Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as ELD.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall math test shows 13.04% English Learners at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 13.04% to 20.04%.</p>
<p>EDY/Title I Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title I.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall math test shows 10.26% English Learners at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of EDY/Title I students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 10.26% to 17.26%.</p>
<p>Student with Disabilities Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for the students identified as Students with Disabilities.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall math test shows 13.96% Students with Disabilities at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of Students with Disabilities students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 13.96% to 20.96%.</p>
<p>Hispanic or Latino Students: Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for those identified as Hispanic or Latino.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall math test shows 10% Hispanic or Latino Students at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of Hispanic or Latino Students students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 10% to 17%.</p>

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)

Data has shown weaknesses in problem solving and mathematical reasoning skills for all grade levels and geometry for the upper grades. The most impacted student groups are EDY/Title I, English Learner, and Hispanic/Latino population that are performing below grade level in the area of Math problem solving and geometry.

Strategy/Activity

Credentialed Impact teacher will receive administrative release to target need with more intensive instruction and small group support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,520.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
1,680.00	English Learners 1000-1999: Certificated Personnel Salaries
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

TK/K staff commit to implementing "Number Talk" techniques, give rich math tasks, and to embed the eight mathematical practices as part of their math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified 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)

First Grade Students

Strategy/Activity

First Grade staff commit to implementing "Number Talk" techniques, Math Expressions, give rich math tasks, and to embed the eight mathematical practices as part of their math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
No additional budgeted expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Second Grade Students

Strategy/Activity

Second Grade staff commit to implementing word problem solving, math talks, incorporating the eight mathematical practices, and Depth of Knowledge thinking into various math activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
No additional budgeted expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Third Grade Students

Strategy/Activity

Third grade staff commit to implementing adaptive programs and scaffolded instruction using manipulatives, hands-on math activities, and rich math and performance 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)

0

Source(s)

None Specified
No additional budgeted expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Fourth/Fifth Grade Students

Strategy/Activity

Fourth/Fifth Grade Staff commit to implementing close math reading strategy; Circle, Underline Box, Explain, Solve (CUBE), to complete mathematical word problems. Students will be given problems to practice the strategy.

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)

None Specified
No additional budgeted expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with a Disability

Strategy/Activity

Using various math curriculum, all teachers will implement close math reading strategy; Circle Underline, Box Explain, Solve (CUBE) and 3-Act Math Tasks to solve real world word problems. We will also use explicit instruction of math academic vocabulary and teach students to solve word problems using modeling and picture drawings.

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)

None Specified
No additional budgeted expenditures.

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 the CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of mathematics, we continue to analyze and monitor alternative metrics.

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 shortened days as a result of COVID-19 we were unable to implement the strategies listed above 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.

In reference to our analysis of the alternative metrics, collectively our site has modified our goal from the 2020-2021 school year in alignment with current student data demonstrated during the fall of 2021. We have identified learning loss in the area of math, and thus have adjusted our goal accordingly.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 2: English Language Arts

Based upon the Spring of 2021 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 by seven percentage points overall, District assessments (iReady, Lexia) will also show progress of up to seven percentage points overall at each benchmark window, but progress will be respective of learning from students that have had learning loss from COVID-19 impacts to student learning environments. The percentage of students identified in specific targeted student populations will also show positive increase on both statewide and district measures as we will provide extra focus and intervention support for both of our ELL and EDY subgroups. Our instructional focus will be on Reading Comprehension in all grades.

Identified Need

Identified need is based on analyzing data from a variety of sources, including academic assessments, surveys, attendance, and student discipline. The evaluation of assessments is with the collaboration of our Instructional Leadership Team (ILT), teaching staff, and with our School Site Council. Due to the shifts in COVID-19, guidance that impacted student learning environments from moving from an on campus, to having options in both virtual learning and independent learning models, has created a unique situation for students and possible learning loss.

District assessments (iReady) will also show progress of up to seven percentage points overall at each benchmark window, but progress will be respective of learning from students that have had learning loss from the past COVID-19 impacts to student learning environments. The percentage of students identified in specific targeted student populations will also show positive increase on both statewide and district measures as we will provide extra focus and intervention support for both of our ELL and EDY subgroups. Our instructional focus will be on Reading Comprehension in all grades.

Alternative Metrics

Beginning of the year iReady metrics:

- 62% Students are on or above grade level
- 26% Students are one grade levels below
- 19% Students are two or more grade levels below

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) 65.25%
EL: 42.86%
EDY: 11.11%
Special Education: 53.85%
Hispanic: 44.83%
African American: 0.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) District Student Performance and Progress for all Students.</p> <p>iReady diagnostics in the spring to measure student progress and/or student learning loss.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall ELA test shows 63.13% of all students at "Standard Met" or "Standard Exceeded."</p> <p>Beginning of the year iReady metrics is showing that 66% of students are on or above grade level.</p>	<p>The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by three percentage points from the baseline outcome from spring 2021 at 63.13% to 70.13%.</p> <p>Individual student growth will be monitored from the iReady diagnostics in the fall to measure student growth of three percentage points from 66% to 73% for student performing on or above grade level.</p>
<p>English Learner Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall ELA test shows 21.74% English Learners at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 21.74% to 28.74%.</p>
<p>EDY/Title I Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title I.</p>	<p>Data from the Spring 2019 CAASPP overall test shows 28.95% of EDY/Title I at "Standard Met" or "Standard Exceeded."</p>	<p>The percentage of EDY/Title I students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 28.95% to 35.95%.</p>
<p>Student with Disabilities Data from the ELA portion of the Spring 2022 California Assessment for Student Performance and Progress (CAASPP) for the students identified as Student with Disabilities.</p>	<p>Data from the Spring 2019 CAASPP overall ELA test shows 24.82% of EDY/Title I at "Standard Met" or "Standard Exceeded."</p>	<p>The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 24.82% to 31.82%.</p>
<p>Hispanic or Latino Students: Data from the ELA portion of the Spring 2022 California Assessment for the Student Performance Progress (CASSPP) for those identified as Hispanic or Latino.</p>	<p>Data from the 2021 iReady correlation to California Assessment of Student Performance (CAASPP) overall ELA test shows 24.13% Hispanic or Latino Students at "Standard Met" or "Standard Exceeded" is not available at this time.</p>	<p>The percentage of Hispanic or Latino Students students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by three percentage points based on the correlation metrics from 24.13% to 31.13%.</p>

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)

Targeted student groups in EDY/Title I, English Learner, and Hispanic/Latino student populations that are performing below grade level in the area of ELA. Data has shown weaknesses in specific reading and comprehension skills.

Strategy/Activity

Trained and credentialed Impact Teacher will provide intensive and targeted instruction for specific populations four days a week from October to May. Student groups will be flexible and progress monitored on an on-going basis. Various research-based programs used for intervention instruction. Programs used by the Impact teacher will be Phonics for Reading, Read Well, Rewards, and 6 Minute Solution.

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)

1,520.00

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
See Goal 1 for budgeted expenditures.

1,680.00

English Learners
1000-1999: Certificated Personnel Salaries
See Goal 1 for budgeted expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK/Kindergarten Students

Strategy/Activity

TK/Kindergarten staff commit to implementing scaffolding of comprehension support with listening and speaking strategies, Benchmark curriculum, and Reading Academy CORE Lessons will be utilized on a consistent basis.

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)

None Specified
None Specified
No additional budget expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

First Grade Students

Strategy/Activity

First Grade staff commit to implementing guided reading groups, running records, ask comprehension questions during whole group instruction, and use Reading Academy CORE lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
No additional budget expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Second Grade Students

Strategy/Activity

Second Grade staff commits to implementing close reading strategies, identifying academic vocabulary, and having students identify textual evidence.

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)

None Specified
No additional budget expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Third Grade Students

Strategy/Activity

Third Grade staff commit to implementing differentiated instruction for small reading groups using leveled readers in Benchmark curriculum, scaffolded reading instruction, use of computer adaptive reading and phonics programs such as Lexia, Freckle, Read Theory, and monitor student growth using Read Academy CORE assessment and iReady 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

Source(s)

None Specified
No additional budget expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Fourth/Fifth Grade Students

Strategy/Activity

Fourth/Fifth grade staff commit to implementing grade level text to utilize close reading strategies to assist students in identifying main ideas and supporting details. Teachers will implement a variety of annotation activities within whole group, small group, and independent settings. Readings used will also include, but not be limited to, cross-curricular subjects like science and social studies.

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)

None Specified
No additional budget expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Special Education staff commit to implementing small group instruction, leveled reading, asking comprehension questions. Teachers will use the Benchmark Steps to Advance curriculum, which utilizes graphic organizers and scaffolded reading passages, as well as the Reading Assistant Program, which allows students to show understanding by finding evidence in the text.

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)

None Specified
No additional budget expenditures.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

We will be supporting all of our students that will need this support in both our general education and SpEd programs.

Strategy/Activity

As part of a grant program, we will be utilizing an online program called Whizzimo, which is part of the Orton-Gillingham/Barton reading program. This program will help support students with foundational reading needs by supporting phonics and phonemic awareness 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)

Other

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 the CAASP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of English Language Arts, we continue to analyze and monitor alternative metrics.

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 school closure as a result of COVID-19 we were unable to implement the strategies listed above 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.

In reference to our analysis of the alternative metrics, collectively our site has modified our goal from the 2020-2021 school year in alignment with the student data demonstrated during the fall of 2020. We have identified learning loss in the area of English Language Arts and thus have adjusted our goal accordingly. Our focus for the coming year will be on phonics/ phonemic awareness for our primary students and reading comprehension for all.

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 3: Socio-Emotional/Behavior

By June 2022, the percentage of students according to an on-site survey will show that they are part of an inclusive environment, engaged in their learning, and that they feel safe at school. Student programs to support social and emotional learning will increase to help students with social interactions coming from a non-traditional school year due to school closures from COVID-19. Our focus this year is also to support all of our students with disabilities, especially our students that are transitioning from a more restrictive classroom to a general education setting. Chronic absenteeism data will also be measured in comparison to the previous year.

Identified Need

Based on data from our school community and staff survey, the metrics would demonstrate that students are learning in a more inclusive and engaging environment. Student discipline data shows suspensions and absenteeism less than 1%.

Student programs to support social and emotional learning will increase to help students with social interactions coming from a non-traditional school year due to school closures from COVID-19. Our focus this year is also to support all of our students with disabilities, especially our students that are transitioning from a more restrictive classroom to a general education setting.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from a student survey that will be conducted on site in the Spring of 2022.</p> <p>Attendance based on chronically absent student data.</p> <p>Data from the California Healthy Kids Survey 5th graders in 2021.</p>	<p>Identified need has been established based on chronically absent students that make up 5% as derived from the 2018-19 school year.</p> <p>Data from the California Healthy Kids Survey in 2021 shows that 79% of students are feeling supported with social emotional learning (SEL) supports. This data has improved from when the last survey was given in the 2019 school year at 77%. This baseline was determined by the questions under the social emotional supports section asking if your</p>	<p>The survey results will identify that 85% of students will respond positively to questions regarding school safety and school engagement.</p> <p>The chronically absent student percentage will decline by 1%.</p> <p>Based on the California Healthy Kids Survey in 2021 the students will show a 6% growth with how students are feeling with the SEL supports in place.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school help students resolve conflicts with one another, does your school teach students to understand how other students think and feel, does your school teach students to feel responsible for how they act, does your school teach students to care about each other and treat each other with respect.	
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

Counselor for 3 days per week to address student needs and be a part of our PBIS team. This includes Tier 1 class lessons using the Second Step lessons that focus on relationships, communication, problem-solving, peer pressure, empathy and compassion, and conflict resolution. The counselor will work with small group activities that include social skills, self-regulation strategies, attendance, attention, and focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-wide focus on Character Counts; parents support activities at recess times to support teamwork and focus on the character trait for that month. Titan Ambassadors also visit on Titan Thursdays to model these

character behaviors. Character Counts' awards are given to students at Friday Flag to reinforce positive characteristics. Character Coaches (noon duty aides) use common language and responses.

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)

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

Strategy/Activity

SSA and School Counselor teach students about Peace Path to support students with conflict resolution giving them prompts to promote positive conversation. They will also support friendship groups to encourage positive relationships. Character Catches are also given to students, which are coupons students receive when they are caught doing something that promotes one of the character traits in our Character Counts program.

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)

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

Strategy/Activity

Teachers will implement a Mindful Moment and Classroom meetings in class to help students to take a breath and refocus.

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)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students receiving Special Education Services and some general education students.

Strategy/Activity

Friendship Circle:

Friendship Circle is a social skills program addressing the need to help promote meaningful and valuable interactions between students with disabilities and their general education peers. Friendship Circle provides an environment to create opportunities for socially sensitive students to build relationships reducing isolation and increasing connection. Our School Inclusion Program establishes friendships between students impacted by disability or adversity and their non-disabled peers as both interact meaningfully in the natural environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Friendship Group:

The school counselor facilitates social skills "Friendship" Groups throughout the year. This is a Tier 2 counseling intervention available to students who may need extra practice with social interactions and managing strong emotions. Teachers will refer students to the counselor to participate. The group meetings are once a week for 30 mins for approx. 12 weeks and require parent permission. The students will learn skills for being a good friend like listening skills, having self-control, and making good choices. Students will also learn concepts from the "Zone of Regulation" program to gain tools to help regulate strong emotions. Finally, the group emphasizes the need for a "Growth Mindset" to help build resiliency skills in 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)

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 school closure due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of Social Emotional Well- Being, we continue to analyze and monitor alternative metrics.

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 school closure as a result of COVID-19 we were unable to implement the strategies listed above 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.

In reference to our analysis of the alternative metrics, collectively our site has maintained our goal from 2020.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

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

To establish a positive and equitable learning experience for all students, we will work to establish intentional and explicit practices to support a structure that is inclusive for all students. To this end we will develop a culture of understanding of what it means to practice positive behavior and inclusivity for all of our students with a focus on racial equity, student with disabilities, and supporting all of our under-represented groups.

Our site Equity Team will continue to design and implement a racial equity professional learning plan to lead and coordinate inclusion and diversity training for our staff. Our Joint Equity Council with Twin Peaks Middle School will continue to meet monthly and work with our shared parent community to advocate for equity for all students through building awareness in our school community, providing outreach and mentorship to our students, and leadership for racial justice by generating transformative ideas that involve and benefit our shared community.

Identified Need

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

During the 2021-2022 school year, TBES staff and students 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 and in our community. This work will be led by our site Equity Team, with the information and professional development provided by PUSD and SDCOE.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide School Community input through our staff and school community organizations. School-wide survey.	Baseline will be developed for the academic 2021-2022 school year. Data will be analyzed to see if there are any significant trends or concerns from the 2020 to 2021 CHKS survey.	Development of a safety and equity committee and more opportunities for student learning around anti-racism, equity, and inclusion. Noted data results will be analyzed from the CHKS survey.
English Learner		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 at TBES.

Strategy/Activity

No Place for Hate activities as part of the application process with the anti-defamation league. Through this application process, we will also be acquiring learning materials for students to learn more about historical and diverse people of color. Students and staff will take the No Place for Hate Pledge school wide. A No Place For Hate committee including staff and students will be formed to help develop and implement at least three school-wide activities that enhance students' understanding of diversity, bias, social justice and inclusion, and which also foster equity and harmony in your school community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students at TBES.

Strategy/Activity

Professional development for our TBES Equity Team members to learn more about creating a more supportive, inclusive, and equitable learning environment. Professional development will be provided through San Diego County Office of Education (SDCOE) in collaboration through PUSD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SPARK Club:

SPARK student committee-Students Promoting Attitudes of Respect and Kindness. The goal of SPARK clubs is to promote inclusion on campus by creating a space for safety and openness especially for students of underrepresented racial identities, sexual orientations, religions, or cultural backgrounds. SPARK clubs share their message through stories, events, activities, and posters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students receiving Special Education Services and some general education students.

Strategy/Activity

Friendship Circle:

Friendship Circle is a social skills program addressing the need to help promote meaningful and valuable interactions between students with disabilities and their general education peers. Friendship Circle provides an environment to create opportunities for socially sensitive students to build relationships reducing isolation and increasing connection. Our School Inclusion Program establishes friendships between students impacted by disability or adversity and their non-disabled peers as both interact meaningfully in the natural environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Friendship Group:

The school counselor facilitates social skills "Friendship" Groups throughout the year. This is a Tier 2 counseling intervention available to students who may need extra practice with social interactions and

managing strong emotions. Teachers will refer students to the counselor to participate. The group meetings are once a week for 30 mins for approx. 12 weeks and require parent permission. The students will learn skills for being a good friend like listening skills, having self-control, and making good choices. Students will also learn concepts from the “Zone of Regulation” program to gain tools to help regulate strong emotions. Finally, the group emphasizes the need for a “Growth Mindset” to help build resiliency skills in 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)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

NPFH School Climate Program:

The “**No Place For Hate**” program was created by the National Anti-Defamation League (ADL) to help schools to organize and develop projects that enhance the appreciation of diversity, and foster harmony amongst diverse groups. The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry. The first step to becoming a **No Place for Hate** School is to have all staff and students take The **No Place For Hate Pledge**. We will also be implementing three school wide activities throughout the year. 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. In addition to school wide activities, we have created a “Virtual Inclusion Lounge” for parents and students to access throughout the year. We hope students and parents will explore these resources together to have discussions around the topics of diversity, tolerance, and acceptance. Click here to access the [“Virtual Inclusion Lounge”](#)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

NPFH Student Committee:

As part of our “No Place for Hate” School Wide program, the school counselor facilitates a student committee. The committee includes 4th and 5th grade students who have volunteered to be part of this student-centered coalition to help identify bias and bullying issues in the school. The student committee

meets monthly to develop goals to address these issues and help with coordinating and overseeing the implementation of anti-bias and diversity activities throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$6,400.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$3,040.00
English Learners	\$3,360.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$6,400.00

Total of federal, state, and/or local funds for this school: \$6,400.00

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	3,040.00
English Learners	3,360.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	6,400.00
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	3,040.00
1000-1999: Certificated Personnel Salaries	English Learners	3,360.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,200.00
Goal 2	3,200.00
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**asurable, **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