

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
Turtleback Elementary School	37682966109326	October 28, 2021	December 16, 2021

School Vision and Mission

At Turtleback Elementary School, we empower each other to create, communicate, collaborate, and think critically in a community where character counts! We realize that our school environment must be one which lends itself to accountability for our actions, and our students' responsibility for their actions. To this end, our Positive Behavior Support Team will provide strategies for our staff, resources for parents, and positive lessons for our students. We have three school rules: Be Safe, Be Kind, Be Responsible. Our Values are the Character Counts Pillars of Trustworthy, Respect, Responsible, Fairness, Caring and Citizenship. It is our expectation that all members of staff, students, and parents uphold these values.

School Profile

"Welcome to a Caring Place" proclaim the placards posted at each entrance to Turtleback Elementary School. We pride ourselves on our reputation as a warm and inviting place where all members of the Turtleback family can imagine, explore, create, play, learn and grow together. Turtleback proudly serves as the hub of a close-knit, predominantly middle class, suburban neighborhood. Turtleback's enrollment hovers around 550 transitional kindergarten through fifth grade students. Additionally, we offer a range of special education programs for students on the autism spectrum.

Our entire staff is committed to working in partnership with our families and our school community, striving to be a school where all feel welcomed and valued. As a staff, we will remain focused on teaching with an equity lens and embracing the family diversity of our community. All community members are welcome to join us at our community conversations.

Learners walking onto campus feel the energy and enthusiasm that supports their social emotional and academic well-being. Our staff greets our families and learners each day in front of our school. Our staff is composed of teachers with diverse interests that benefit our students with a wide variety of teaching experiences and classified personnel who work diligently to support the education of our future-ready learners. We are focusing on Positive Behavior Intervention and Supports and have our entire staff focusing on helping student achieve their best. Our Theory of Action focuses on student ownership of learning and is expressed this way: "If students own their learning, then they will become self-directed, critical thinkers and creative learners who then see the endless possibilities for their future.

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

TBKES understands the importance of collaboration with all stakeholders in the process of developing and monitoring our School Plan for Learner Achievement.

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

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- attending Back to School night in August
- School Site Council (SSC)
- joining our Site Safety Committee
- attending Parent events
- creating and building our equity team
- parents of EL students are invited and encouraged to attend English Language Advisory Committee (ELAC) meetings
- parents are made aware of these opportunities through weekly call-out/emails, Terrapin Times newsletters, site website, Instagram posts, and classroom newsletters.

During Covid it is especially important to stay connected to our stakeholders. We are seeking creative ways to maintain connections with parents, guardians, staff and students in our school messages, bulletins, principal coffees through zoom.

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee during development to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Our school is fortunate to an amazing non-profit organization working on behalf of our children: the Turtleback Foundation. This group is aligned with the vision of our parents, teachers, and principal. The Foundation welcomes parent and community input.

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	%	0.16%	0.6%		1	3
African American	1.78%	2.25%	3.0%	11	14	16
Asian	16.53%	17.55%	20.6%	102	109	109
Filipino	7.46%	7.09%	7.4%	46	44	39
Hispanic/Latino	17.99%	18.2%	16.3%	111	113	86
Pacific Islander	0.16%	0.16%	0.6%	1	1	3
White	41%	41.22%	39.5%	253	256	209
Two or More Responses	8.91%	8.53%	12.1%	55	53	64
Not Reported	6.16%	4.83%	%	38	30	
Total Enrollment				617	621	529

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	122	123	77
Grade 1	98	103	82
Grade 2	106	97	93
Grade3	102	105	87
Grade 4	89	100	94
Grade 5	100	93	96
Total Enrollment	617	621	529

Conclusions based on this data:

1. Our enrollment has decreased during the covid-19 pandemic. Primary grades have been impacted more heavily.
2. Most of our demographic group percentages have remained consistent for the past three years.

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	97	87	60	15.7%	14.0%	11.3%
Fluent English Proficient (FEP)	59	73	71	9.6%	11.8%	13.4%
Reclassified Fluent English Proficient (RFEP)	0	19	21	0.0%	19.6%	24.1%

Conclusions based on this data:

1. Our English Learner demographic group has slightly declined in the past three years.
2. Though the data shows that we reclassified zero students in 18-19, EL students were given multiple opportunities to reclassify the previous year due to the transition from CELDT to ELPAC, which is why we had a significant increase in the percentage of students reclassified in 20-21.
3. Our number of Fluent English Proficient students has remained relatively constant over the past three years with a slight increase.

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	96			95			95			99		
Grade 4	92			89			89			96.7		
Grade 5	100			99			99			99		
All	288			283			283			98.3		

* 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	2463.			28.42			41.05			21.05			9.47		
Grade 4	2496.			37.08			23.60			19.10			20.22		
Grade 5	2533.			31.31			34.34			19.19			15.15		
All Grades	N/A	N/A	N/A	32.16			33.22			19.79			14.84		

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	38.95			51.58			9.47			
Grade 4	38.64			43.18			18.18			
Grade 5	38.38			43.43			18.18			
All Grades	38.65			46.10			15.25			

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	31.58			51.58			16.84		
Grade 4	31.82			50.00			18.18		
Grade 5	30.30			54.55			15.15		
All Grades	31.21			52.13			16.67		

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	23.16			70.53			6.32		
Grade 4	29.21			60.67			10.11		
Grade 5	28.28			66.67			5.05		
All Grades	26.86			66.08			7.07		

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	28.42			61.05			10.53		
Grade 4	32.95			48.86			18.18		
Grade 5	38.38			42.42			19.19		
All Grades	33.33			50.71			15.96		

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	367	175	47.7	378	224	59.3	369	216	58.5
African-American	9	4	44.4	9	5	55.6	8	5	62.5
Asian	65	42	64.6	65	48	73.8	66	49	74.2
Caucasian	162	75	46.3	167	102	61.1	163	95	58.3
Filipino	24	11	45.8	25	15	60	24	13	54.2
Hispanic	55	22	40	59	24	40.7	54	22	40.7
Other	52	21	40.4	53	30	56.6	54	32	59.3
English Learners	33	6	18.2	33	15	45.5	33	14	42.4
Students with Disabilities	58	10	17.2	60	16	26.7	54	12	22.2
Socioeconomically Disadvantaged	70	21	30	70	28	40	66	28	42.4
Foster Youth	1	0	0	1	0	0	1	0	0
Homeless Youth	8	3	37.5	8	2	25	7	3	42.9

**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			43.8			60.7			54
African-American			0			0			
Asian			43.8			80			73.3
Caucasian			43.9			65.9			53.7
Filipino			66.7			50			50
Hispanic			55.6			30			33.3
Other			31.3			56.3			50
English Learners			30			70			70
Students with Disabilities			13.3			31.3			12.5
Socioeconomically Disadvantaged			38.1			45			36.8
Foster Youth			0			0			0
Homeless Youth			40			40			50
Grade 3									
All Students			39.5			54.9			59.3
African-American			100			100			100
Asian			58.8			58.8			64.7
Caucasian			39.5			64.3			61.9
Filipino			33.3			55.6			44.4
Hispanic			16.7			16.7			27.3
Other			33.3			50			80
English Learners			7.1			35.7			35.7
Students with Disabilities			9.1			9.1			18.2
Socioeconomically Disadvantaged			0			36.4			45.5
Grade 4									
All Students			53.7			62.5			61.7
African-American			66.7			100			66.7
Asian			72.2			73.7			78.9
Caucasian			57.5			57.5			61.5
Filipino			0			50			50
Hispanic			47.1			55.6			50
Other			33.3			64.3			53.3

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
English Learners			16.7			33.3			20
Students with Disabilities			33.3			43.8			42.9
Socioeconomically Disadvantaged			33.3			37.5			42.9
Grade 5									
All Students			52.6			58.8			58.8
African-American			25			25			33.3
Asian			85.7			85.7			80
Caucasian			44.2			56.8			56.1
Filipino			57.1			75			71.4
Hispanic			41.2			47.4			44.4
Other			66.7			53.8			61.5
English Learners			33.3			33.3			25
Students with Disabilities			11.8			17.6			15.4
Socioeconomically Disadvantaged			34.8			39.1			45.5
Homeless Youth			33.3			0			33.3

**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	282	10.99	29.08	13.12	46.81
African-American	8	0	37.5	12.5	50
Asian	51	1.96	23.53	7.84	66.67
Caucasian	122	13.11	27.05	15.57	44.26
Filipino	18	11.11	33.33	22.22	33.33
Hispanic	45	17.78	40	13.33	28.89
Other	38	10.53	26.32	7.89	55.26
English Learners	23	13.04	56.52	13.04	17.39
Students with Disabilities	38	39.47	34.21	2.63	23.68
Socioeconomically Disadvantaged	47	17.02	38.3	21.28	23.4
Foster Youth					

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	3	33.33	33.33	33.33	0

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

Turtleback Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	458	315	450	458	444	457	476	467
Winter	471	339	468	471	475	476	468	471
Spring	496	450	489	497	489	492	504	498
Growth	38	135	39	39	45	35	28	31
Grade 2								
Fall	493	530	43	499	487	492	489	492
Winter	514	626	9	514	503	515	512	511
Spring	527	681	13	532	506	525	529	524
Growth	34	151	-30	33	19	33	40	32
Grade 3								
Fall	521	655	11	181	15	527	520	519
Winter	533	712	13	142	52	540	530	530
Spring	552	799	8	90	30	554	550	553
Growth	31	144	-3	-91	15	27	30	34
Grade 4								
Fall	556	813	0	80	4	562	555	550
Winter	568	870	0	85	4	575	568	562
Spring	581	924	0	53	0	581	582	579
Growth	25	111	0	-27	-4	19	27	29
Grade 5								
Fall	575	904	0	44	8	577	577	572
Winter	580	923	3	53	21	585	579	574
Spring	594	988	0	32	0	598	594	590
Growth	19	84	0	-12	-8	21	17	18

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 Turtleback 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. Our third-grade students' scores dropped across all categories (reading, writing, listening, research/inquiry) from 2017-18 to 2018-19.
2. In fifth grade, our listening scores consistently increased over three years, and in 2018-19 only 5.05% of students are below standard, while in 2016-17 that percentage was 10.11%.
3. In our fourth grade, writing scores, the percentage of students below standard has fallen from 22.09% to 18.18% over three years.

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	96			95			95			99		
Grade 4	92			89			89			96.7		
Grade 5	100			99			99			99		
All	288			283			283			98.3		

* 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	2473.			33.68			32.63			21.05			12.63		
Grade 4	2514.			31.46			38.20			22.47			7.87		
Grade 5	2547.			34.34			25.25			24.24			16.16		
All Grades	N/A	N/A	N/A	33.22			31.80			22.61			12.37		

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	43.16			42.11			14.74			
Grade 4	52.81			30.34			16.85			
Grade 5	43.43			35.35			21.21			
All Grades	46.29			36.04			17.67			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	43.16			43.16			13.68		
Grade 4	37.08			46.07			16.85		
Grade 5	37.37			47.47			15.15		
All Grades	39.22			45.58			15.19		

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	45.26			40.00			14.74		
Grade 4	44.94			42.70			12.36		
Grade 5	29.29			49.49			21.21		
All Grades	39.58			44.17			16.25		

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	365	150	41.1	377	207	54.9	367	185	50.4
African-American	9	3	33.3	9	4	44.4	9	2	22.2
Asian	64	40	62.5	64	51	79.7	66	52	78.8
Caucasian	161	66	41	167	90	53.9	160	76	47.5
Filipino	24	8	33.3	25	9	36	25	11	44
Hispanic	56	15	26.8	59	22	37.3	55	18	32.7
Other	51	18	35.3	53	31	58.5	52	26	50
English Learners	33	14	42.4	33	19	57.6	34	19	55.9
Students with Disabilities	58	15	25.9	60	21	35	51	12	23.5
Socioeconomically Disadvantaged	69	20	29	70	32	45.7	67	22	32.8
Foster Youth	1	0	0	1	1	100	1	0	0
Homeless Youth	7	2	28.6	7	4	57.1	7	2	28.6

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			51.2			62.1			52.3
African-American			0			0			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			73.3			78.6			66.7
Caucasian			55			63.4			52.5
Filipino			33.3			16.7			33.3
Hispanic			33.3			60			40
Other			40			66.7			57.1
English Learners			70			70			60
Students with Disabilities			13.3			37.5			20
Socioeconomically Disadvantaged			40			45			35
Foster Youth			0			100			0
Homeless Youth			50			75			50
Grade 3									
All Students			34.9			54.9			54
African-American			100			100			50
Asian			35.3			70.6			82.4
Caucasian			42.1			57.1			51.3
Filipino			33.3			33.3			44.4
Hispanic			8.3			25			20
Other			33.3			70			60
English Learners			21.4			57.1			50
Students with Disabilities			27.3			45.5			25
Socioeconomically Disadvantaged			18.2			54.5			30
Grade 4									
All Students			42.1			52.6			52.1
African-American			66.7			100			33.3
Asian			61.1			78.9			73.7
Caucasian			35			45			46.2
Filipino			0			0			50
Hispanic			47.1			38.9			50
Other			33.3			53.3			46.7
English Learners			50			50			66.7
Students with Disabilities			33.3			43.8			42.9
Socioeconomically Disadvantaged			20			43.8			35.7
Grade 5									
All Students			36.7			51			44

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
African-American			0			0			0
Asian			85.7			92.9			93.3
Caucasian			32.6			50			40.5
Filipino			42.9			62.5			50
Hispanic			16.7			31.6			21.1
Other			33.3			46.2			38.5
English Learners			33.3			33.3			50
Students with Disabilities			29.4			17.6			7.1
Socioeconomically Disadvantaged			30.4			43.5			30.4
Homeless Youth			0			33.3			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	281	11.03	39.15	10.68	39.15
African-American	8	0	75	0	25
Asian	51	1.96	15.69	21.57	60.78
Caucasian	120	12.5	41.67	6.67	39.17
Filipino	19	15.79	36.84	15.79	31.58
Hispanic	45	20	48.89	6.67	24.44
Other	38	7.89	44.74	13.16	34.21
English Learners	24	4.17	41.67	16.67	37.5
Students with Disabilities	36	36.11	38.89	5.56	19.44
Socioeconomically Disadvantaged	47	14.89	53.19	4.26	27.66
Foster Youth					
Homeless Youth	3	33.33	66.67	0	0

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

Turtleback Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	401	0	397	409	397	406
Winter	411	0	409	418	409	409
Spring	418	0	413	421	414	426
Growth	17	0	16	12	17	20
Grade 2						
Fall	418	0	412	424	417	422
Winter	433	0	431	434	436	434
Spring	442	0	441	444	445	440
Growth	24	0	29	20	28	18
Grade 3						
Fall	440	0	436	444	443	439
Winter	452	0	443	462	456	449
Spring	466	0	463	466	470	468
Growth	26	0	27	22	27	29
Grade 4						
Fall	467	0	465	472	469	463
Winter	477	0	473	485	477	471
Spring	488	0	486	488	488	491
Growth	21	0	21	16	19	28
Grade 5						
Fall	478	0	476	481	480	475
Winter	480	0	483	479	481	479
Spring	500	0	499	498	500	503
Growth	22	0	23	17	20	28

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						
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						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

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

Conclusions based on this data:

1. From 2017-18 to 2018-19, our percentage of students that have exceeded or met standards has fallen from 72.59% to 65.02%.
2. In fifth grade, the percentage of students below standard in problem solving & modeling/data analysis has fallen from 18.68% in 2016-17 to 15.15% in 2018-19.
3. In 2018-19, third grade student performance was nearly 18% lower than the previous year.

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	1482.4	1447.1	1488.9	1454.9	1467.2	1429.1	29	15
Grade 1	1511.7	1497.6	1512.2	1490.7	1510.6	1504.2	18	23
Grade 2	1570.9	1546.3	1583.1	1545.8	1558.4	1546.3	14	18
Grade 3	*	*	*	*	*	*	*	4
Grade 4	1518.9	*	1510.6	*	1526.6	*	14	7
Grade 5	*	*	*	*	*	*	*	10
All Grades							90	77

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	65.52	20.00	*	33.33	*	46.67	*	0.00	29	15
1	77.78	39.13	*	39.13		17.39	*	4.35	18	23
2	100.00	50.00		33.33		16.67		0.00	14	18
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	64.44	37.66	24.44	33.77	*	24.68	*	3.90	90	77

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	75.86	33.33	*	26.67	*	33.33	*	6.67	29	15
1	88.89	47.83	*	21.74		30.43	*	0.00	18	23
2	100.00	66.67		33.33		0.00		0.00	14	18
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*	*	*	14	*
5	*	*	*	*		*	*	*	*	*
All Grades	76.67	50.65	15.56	28.57	*	18.18	*	2.60	90	77

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	55.17	13.33	*	20.00	37.93	53.33	*	13.33	29	15
1	*	30.43	*	56.52	*	4.35	*	8.70	18	23
2	78.57	44.44	*	16.67	*	38.89		0.00	14	18
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*	*	*	14	*
5		*	*	*	*	*	*	*	*	*
All Grades	46.67	25.97	21.11	35.06	25.56	29.87	*	9.09	90	77

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
K	89.66	40.00	*	53.33		6.67	29	15
1	94.44	73.91	*	26.09		0.00	18	23
2	100.00	38.89		61.11		0.00	14	18
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*
All Grades	75.56	46.75	21.11	49.35	*	3.90	90	77

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
K	68.97	26.67	*	66.67	*	6.67	29	15
1	88.89	34.78	*	43.48	*	21.74	18	23
2	100.00	83.33		16.67		0.00	14	18
4	85.71	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*
All Grades	78.89	55.84	15.56	36.36	*	7.79	90	77

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	48.28	13.33	44.83	86.67	*	0.00	29	15
1	*	56.52	*	34.78	*	8.70	18	23
2	85.71	27.78	*	66.67	*	5.56	14	18
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	14	*
All Grades	46.67	31.17	40.00	58.44	13.33	10.39	90	77

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	72.41	53.33	*	33.33	*	13.33	29	15
1	*	21.74	*	78.26		0.00	18	23
2	*	44.44	*	55.56		0.00	14	18
4	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*
All Grades	55.56	32.47	36.67	62.34	*	5.19	90	77

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. We had a large decrease in students who took the ELPAC, from 90 in 2017-18 to 77 in 2018-19.
2. The percentage of students in the well-developed category in listening dropped from 76 - 46 from 17-18 to 18-19.

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	11	19	16	0		1	0		6.25
American Indian or Alaskan		3	3		*	0		*	0
Asian	104	121	117	4	6	2	4	4.96	1.71
Filipino	43	45	41	1	1	0	2	2.22	0
Hispanic or Latino	111	122	91	16	10	4	13	8.2	4.4
Did not Report	39			1			5		
Pacific Islander	*	3	3	*		0	*		0
Two or More Races	58	63	66	3	1	2	5	1.59	3.03
White	255	272	228	13	10	10	5	3.68	4.39
Male									
Female									
English Learners	96	77	65	9	7	3	11	9.09	4.62
Students with Disabilities			76	12		4	12		5.26
Socioeconomically	103		101	13		8	10		7.92
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	622	653	565	38	29	19	6	4.44	3.36

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

Conclusions based on this data:

1. Our chronic absentee rate fell from 4.4% in 2019-20 to 3.4 in 2020-21.
2. Our chronic absentee data showed a decrease in nearly every subgroup for the past three years.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	1.7	0.0	0.4

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

Conclusions based on this data:

1. We had zero suspensions in 2019-20, which is a decrease from previous years.
2. We continue to equip staff for interventions to be used prior to suspension.
3. We had an increase from 0% to 0.4% suspension rate from 2019-20 to 2020-2021.

Student Performance Data

Graduation Rate

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

* Preliminary Data

Conclusions based on this data:

1. This does not pertain to our elementary 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

Our philosophy is that each and every one of our students can achieve grade level standards, so our stretch goal is 100%. Based on the spring 2022 iReady testing, our SMART goal is 83% of all students in grades 2,3,4,5 will meet or exceed grade level standards in the area of mathematics.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021, due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 CAASPP report showing an overall baseline of 65% of all students in grades 3,4,5 meeting and exceeding standards for mathematics will be utilized to identify needs. Data from the spring iReady assessment showed 78% of all students met or exceeded standards in the area of mathematics

Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students in grades 2, 3, 4, 5 who currently are performing at grade level standards:

All Students: (grades 2-5) 41.12%
 EL: 38.24%
 EDY: 10.0%
 Special Education: 17.56%
 Hispanic: 17.02%
 African American: 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2022 iReady for All Students.	Currently, 41.12% of all students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for mathematics as measured by iReady.	By the end of the school year, 83% of all students in grades 2, 3, 4, 5 will meet or exceed grade level standards for mathematics as measured by iReady.
English Learner Data from the Math portion of the Spring 2022 iReady for students identified as English Learners.	Currently, 38.24% of all EL students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for mathematics as measured by iReady.	By the end of the school year, 48% of all EL students in grades 2, 3, 4, 5 will meet or exceed grade level standards for mathematics as measured by iReady.
EDY/Title I Data from the Math portion of the Spring 2022 iReady for students identified as EDY.	Currently, 10% of all EDY students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for mathematics as measured by iReady.	By the end of the school year, 20% of all EDY students in grades 2, 3, 4, 5 will meet or exceed grade level standards for mathematics as measured by iReady.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2022 iReady for students identified as Students with Disabilities.	Currently, 17.65% of all students with disabilities in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for mathematics as measured by iReady.	By the end of the school year, 28% of all students with disabilities in grades 2, 3, 4, 5 will meet or exceed grade level standards for mathematics as measured by iReady.
Hispanic or Latino Students: Data from the Math portion of the Spring 2022 iReady for students identified as Hispanic or Latino.	Hispanic or Latino Students Currently, 17.02% of all Hispanic or Latino students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for mathematics as measured by iReady.	Hispanic or Latino Students By the end of the school year, 27% of all Hispanic or Latino students in grades 2, 3, 4, 5 will meet or exceed grade level standards for mathematics as measured by iReady.
SCHOOL WIDE DATA Using placement definition as "Beginning of Year" on Fall 2021 iReady.	Current achievement level corresponding to the beginning of the year expectations. These percentages represent "At or Above Grade Level": K - 100% 1 - 87% 2 - 83% 3 - 86% 4 - 89% 5 - 86%	Students will retain or improve their proficiency.

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 including our EL, Economically Disadvantaged, and students identified as "students with disabilities," will participate in district approved instruction that will target learning levels. The iReady program creates a unique learning path for each student. The teachers and administrators will monitor this instructional path to ensure that students are making progress. In addition, students will work with teachers in small groups in both the virtual and on campus instructional level to gain extra support. Learning target goals will be created for each student during collaboration. iReady assessments and progress will be monitored will be taken each trimester to during teacher collaboration release time.

Strategy/Activity

All school wide and grade level activities will include the following activities:

- Direct Focused Instruction In Math using the Math Expressions Program
- Instruction in academic language
- iReady placement with individualized learning pathways grades 3-5
- Math Talks
- Rich math tasks
- Goal setting and planning with students
- Math journals

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)

6440

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Turtleback will use these funds to address Goal #1 to provide release time for teachers where they are analyzing data, preparing targeted lessons, and monitoring student progress.

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

All TK-5 Teachers, including SDC and RSP, will develop and implement standards-based math instruction that will include:

- Math Performance Tasks
- Small group differentiated instruction

Additionally, students will engage regularly in Number Talks to articulate and explain their mathematical thinking and problem-solving with multiple solutions.

Specific to Students with Disabilities:

- RSP and SDC - Collaborate with general education teachers to ensure small group instruction is aligning with grade level curriculum
- Speech - Works on structures of word problems, communicating to explain reasoning and number talks when appropriate

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
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.

Although we are unable to determine if this goal was met due to the cancellation of CAASPP testing, alternate assessments did allow us to see that school wide strategies proved mostly effective with regard to moving more students into and beyond proficiency in the following ways.

* Teachers identified students for intervention math groups using data from common assessments. These students worked in flexible groups on targeted foundational skills that led to increased confidence for students, and a better understanding of mathematical concepts. Data was tracked and monitored by Impact teachers and there was regular communication between classroom teachers and Impact teachers. Groups took a short break when we first moved into Distance Learning in March, but then continued in a virtual mode.

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

The physical school closure, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. Small group and 1:1 support continued through distance learning and was extremely limited based on staff access to students and time for learning.

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.

Schools opened the 2020-2021 school year with Virtual Learning. In October, campuses opened for students wanting to return to campus with a staggered session 1 and session 2 schedule. TBKES was operating with both virtual learning classes and on campus classes. Instructional strategies shifted to meet the needs of these learning environments. Turtleback opened the 2021-2022 school year with students on campus, the elimination of social distancing, and inclusion of other mitigating protocols including mask wearing and hand sanitizing.

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

Our philosophy is that each and every one of our students can achieve grade level standards, so our stretch goal is 100%. Based on the spring 2022 iReady testing, our SMART goal is 78% of all students in grades 2,3,4,5 will meet or exceed grade level standards in the area of reading.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021, due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 CAASPP report showing an overall baseline of 65% of all students in grades 3,4,5 meeting and exceeding standards for ELA will be utilized to identify needs. Data from the spring iReady assessment showed 73% of all students in grades 2, 3, 4, 5 met or exceeded standards in the area of reading.

Alternative Metrics

As derived from the fall iReady reading diagnostic assessments, the percentages displayed below denote the number of students in grades 2, 3, 4, 5 who currently are performing at grade level:

All Students (grades 2-5) - 52.06%
 EL - 44.44%
 EDY - 16.0%
 Special Education - 21.57%
 Hispanic - 22.92%
 African American – 60%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the Spring 2022 iReady Reading Diagnostic Test for All Students.	Currently, 52.06% of all students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for reading as measured by iReady.	By the end of the school year, 78% of all students in grades 2, 3, 4, 5 will meet or exceed grade level standards in reading as measured by iReady.
English Learner Data from the English Language Arts portion of the Spring 2022 iReady Reading Diagnostic Test for students identified as English Learners.	Currently, 44.44% of all EL students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for reading as measured by iReady.	By the end of the school year, 54% of all EL students in grades 2, 3, 4, 5 will meet or exceed grade level standards in reading as measured by iReady.
EDY/Title I Data from the English Language Arts portion of the Spring 2022 iReady Reading Diagnostic Test for students identified as EDY.	Currently, 16% of all EDY students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for reading as measured by iReady.	By the end of the school year, 26% of all EDY students in grades 2, 3, 4, 5 will meet or exceed grade level standards in reading as measured by iReady.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the English Language Arts portion of the Spring 2022 iReady Reading Diagnostic Test for those identified as Students with Disabilities.	Currently, 21.57% of all students with disabilities in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for reading as measured by iReady.	By the end of the school year, 32% of all students with disabilities in grades 2, 3, 4, 5 will meet or exceed grade level standards in reading as measured by iReady.
Hispanic or Latino Students: Data from the English Language Arts portion of the Spring 2022 iReady Reading Diagnostic Test for students identified as Hispanic or Latino.	Currently, 22.92% of all Hispanic or Latino students in grades 2, 3, 4, 5 are meeting or exceeding grade level standards for reading as measured by iReady.	By the end of the school year, 33% of all Hispanic or Latino students in grades 2, 3, 4, 5 will meet or exceed grade level standards in reading as measured by iReady.
SCHOOL WIDE DATA Using placement definition as "Beginning of Year" on Fall 2021 iReady.	Current achievement level corresponding to the beginning of the year expectations. These percentages represent "At or Above Grade Level": 2 - 84% 3 - 83% 4 - 91% 5 - 75%	Students will retain or improve their proficiency.

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 general education and special education students who are below proficiency in the area of Literacy/ELA grades 3-5. Data analysis has shown areas of growth in targeted literacy skills.

Strategy/Activity

Trained, certificated IMPACT teacher will support targeted learners on specific literacy skills 4 days per week from October - May. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example: Read Naturally Live, Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

Specific to Students with Disabilities:

- Use Benchmark Steps to Advance (which is correlates with general ed curriculum)
- Speech - uses Story Grammar Marker - works on narrative structure and expanding oral language
- Read Well - direct instruction program that explicitly teaches reading skills
- Barton - intensive intervention with students who lack phonemic awareness
- RSP - Collaborate with general education teachers to ensure small group instruction is aligning with their curriculum
- Semantic Feature Analysis - expanding vocabulary

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)
440.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Certificated IMPACT teacher to facilitate instruction interventions for EDY students through both pull out and push in programs for K - 5th grade students 13-16 hours a week.
3515.00	English Learners 1000-1999: Certificated Personnel Salaries Certificated IMPACT teacher to facilitate instruction interventions for ELL students through both pull out and push in programs for K - 5th grade students 13-16 hours a week.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in literacy skills, but our EL students continue needing additional support to make equitable progress. Our students' improvement in 2018-2019 can be attributed to our teachers in grades three through five developing students' comprehension skills through adoption of the Benchmark Language Arts Program. The types of skills developed, including close reading and annotation, develop the specific skills and knowledge that are necessary to demonstrate student knowledge on this assessment. This curriculum also provided the teachers with text that is higher level thinking skills, thus aligning with CAASPP.

Strategy/Activity

To best meet our learners' varying needs in the area of English Language Arts, teachers will collaborate, attend learning opportunities, and observe other teachers to gain information around best instructional practices. Teachers will collaboratively meet 4 times throughout the year to analyze, track, and discuss student data to support the formation of small groups and differentiation of instruction to meet student needs.

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)
1564.24	English Learners 1000-1999: Certificated Personnel Salaries Turtleback will use these funds to address Goal #2 to provide release time for teachers where they will progress monitor and track student growth.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Grades 3-5

Strategy/Activity

Students will engage regularly in close reading of a wide variety of complex texts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
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)

All students.

Strategy/Activity

Students will be using our leveled readers, helping increase their foundational reading skills. These leveled readers will help facilitate small-group instruction, allowing precise teaching on the skills students need, including phonemic awareness, blending and recognizing spelling patterns.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELL and other learners who are below proficiency in the area of Literacy/ELA (K-5)

Strategy/Activity

Employee monitoring of technology platforms (Lexia, iReady) to support learners who are below expectations in English proficiency. Employee will utilize additional hours to monitor student progress and use, create / support goals and collaborate with general education staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Translation Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

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.

Although we are unable to determine if this goal was met due to the cancellation of CAASPP testing, alternate assessments did allow us to see that school wide strategies proved mostly effective with regard to moving more students into and beyond proficiency in the following ways:

* Teachers identified students for intervention ELA groups using data from common assessments. These students worked in flexible groups on targeted foundational skills that led to increased confidence for students, and increased skills in the areas of phonics, comprehension, or fluency. Data was tracked and monitored by Impact teachers and there was regular communication between classroom teachers and Impact teachers. Groups took a short break when we first moved into Distance Learning in March, but then continued in a virtual mode.

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

The physical school closure, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal. Small group and 1:1 support continued through distance learning and was extremely limited based on staff access to students and time for learning.

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.

Schools opened the 2020-2021 school year with Virtual Learning. In October, campuses opened for students wanting to return to campus with a staggered session 1 and session 2 schedule. Turtleback is operating with both virtual learning classes and on campus classes. Instructional strategies have been shifted to meet the needs of these learning environments.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 3: Socio-Emotional/Behavior

Through direct instruction via classroom lessons targeting social thinking, campus expectations, and positive behavior supports, the number of students feeling safe at school will be above 95%.

Identified Need

Due to the physical school closure in spring 2020 and return to virtual/on campus learning cohorts in 2020-2021, due to COVID-19, annual testing and data collection were unable to be conducted. This need was identified by analyzing based on current climate with the Covid-19 pandemic and our desire to ensure each and every learner feels safe and included on campus. All students should feel cared about, safe, included, and that they have an adult on our campus the trust.

Alternative Metrics

1. TBKES Staff Equity and Inclusion Survey (October 2021 & May 2022)
2. School Climate Survey - student centered (November 2021 & May 2022)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data analysis from student survey at Turtleback, Winter 2021.	Baselines will be determined in December 2020. School climate report available as the participation rate at the site was below the 50% threshold	Using social thinking curriculum, campus wide expectations, restorative justice practices and Positive Behavior Interventions and Support, the number of students reporting they feel safe at school will be above 95%.
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All staff commits to implementing the following actions:

- Facilitate social thinking lessons
- Teach Character Counts Monthly Themes
- Provide 3 lessons that support Anti-Defamation League's No Place For Hate program
- Promote targeted behavior lessons and reminders
- Continue with PBIS team to support intervention
- Create and reinforce common campus language

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners
0	No additional budgeted expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Counselor and Student Services Assistant (SSA) provide Second Step lessons to all students. Each student receives 6-8 class lessons, each of which is 30 minutes. Second Step is a district-adopted program rooted in social-emotional learning (SEL) that helps equip students to thrive in all learning environments. A portion of the curriculum for Second Step focuses on bullying prevention.

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	
0	
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students have a daily opportunity to participate in the "Mindful Moment," allowing students to calm themselves and have a quiet moment to prepare for learning. Teachers will not tell students what to think about or reflect upon during this time, but merely provide 60 seconds of quiet time before instruction begins. The "Mindful Moment" allows our students a chance to pause and reflect upon the day ahead.

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)

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)

All Students

Strategy/Activity

Students will be surveyed utilizing the No Place For Hate Student Survey to determine "how safe they feel at school." Student data will be collected and analyzed by staff then supported through in-class lessons and parent forums. Goal is for 100% of students to feel safe at school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
No additional funding required

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

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

By June 2022, Turtleback students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

Our community, staff and students continue to strive to be inclusive and celebrate each and every child. The 2021 CHKS survey shows no increase in the areas of Social Emotional Learning Supports, Anti-Bullying Climate, and Positive Behavior. While it is likely that the constraints of the pandemic on our learning environments and platforms were an influence in this data change, it is important to strengthen our student's beliefs in these areas.

This goal will enable us to assess and address specific needs and issues of racism to ensure each student has a positive experience at Turtleback that includes feeling safe, valued, and included. We are committed to work to address the racial, cultural, and ethnic disparities in our school. We need to confront bias and problematic practices that lead to problematic or inequitable outcomes for students.

Alternative Metrics

1. TBKES Staff Equity and Inclusion Survey (October 2021 & May 2022)
2. TBKES Community Seasonal Celebrations Survey and Information Gathering (November)
3. School Climate Survey - student centered (November 2021 & May 2022)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide	Turtleback was officially designated a No Place for Hate School in 2020-2021. Our current baseline is creating a committee, developing, implementing, and analyzing a student survey, completing meaningful activities.	By June 2022, Turtleback will have implemented specific activities and strategies to address inclusion, diversity, social justice, and bias, and will be an officially designated No Place for Hate School from the Anti-Defamation League (ADL). Site student survey will be completed and disaggregated data will be analyzed and used to guide next steps. More specifically, students will participate in three No Place for Hate activities, guided by our student-led committee.
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:

Our fourth and fifth grade students are leading the No Place for Hate committee at our school.

Strategy/Activity

The committee is leading three school-wide activities to help treat everyone fairly, along with having each student sign the No Place for Hate pledge. Our students will serve as leaders on this committee. They will meet regularly throughout the year and help plan and organize the No Place For Hate events on campus.

Principal and equity team will participate in equity walks 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)
0	Educationally Disadvantaged Youth No additional funding required
	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 families are encouraged to attend.

Strategy/Activity

Turtleback will participate in Community conversations with our community. The purpose is to listen to families' experiences and open conversations regarding next steps with our families of color.

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 funding required

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

All staff commits to continuing to implement specific actions and strategies as we work to address racism and become an officially designated No Place for Hate School. These include the following:

- creating a No Place for Hate committee comprised of staff, students, and parents
- having all students sign a No Place for Hate pledge (Resolution of Respect)
- conducting a survey to assess student needs
- analyzing disaggregated data
- creating and implementing three school wide anti-bias or bullying prevention activities

Teachers will continue implementing No Place for Hate lessons focused on inclusion and anti-bias three times during the school year. All students and staff will participate in school wide activities and Turtleback will then become a certified No Place for Hate learning 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)

0

Source(s)

None Specified
Not funding required at this time.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 5: Chronic Absenteeism

By June 2022, students at Turtleback will demonstrate chronic absenteeism rate of less than 2.5%

Identified Need

Currently the chronic absenteeism rate is 3.36%

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Attendance	Currently attendance rates show chronic absenteeism to be 3.36%.	By June 2022, chronic absenteeism will be less than 2.5%.
English Learner Student Attendance	Currently attendance rates show chronic absenteeism to be 4.62%.	By June 2022, chronic absenteeism will be less than 2.5%.
EDY/Title I Student Attendance	Currently attendance rates show chronic absenteeism to be 7.92%.	By June 2022, chronic absenteeism will be less than 2.5%.
Student with Disabilities Student Attendance	Currently attendance rates show chronic absenteeism to be 5.26%.	By June 2022, chronic absenteeism will be less than 2.5%.

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

Classroom reward systems include incentives for students who are on time to school daily. Morning announcements and parent communication through our school newsletter reminds parents of the importance of arriving on time and provides suggestions to ensure this happens daily.

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

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	\$12,159.24

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$6,880.00
English Learners	\$5,279.24
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$12,159.24

Total of federal, state, and/or local funds for this school: \$12,159.24

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	6,880.00
English Learners	5,279.24
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	11,959.24
2000-2999: Classified Personnel Salaries	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	6,880.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	5,079.24
2000-2999: Classified Personnel Salaries	English Learners	200.00
	None Specified	0.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	6,440.00
Goal 2	5,719.24
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

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

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

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure the Board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the English Language Advisory Committee (EC Section 64001[c])

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

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

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019