

# 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 22, 2019	November 14, 2019

## 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 600 transitional kindergarten through fifth grade students. Additionally, we offer a range of special education programs for students on the autism spectrum.

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.

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. We believe all students will succeed when given tools, confidence, choice, access and support. We include a focus on utilizing technology effectively to enhance student learning and creativity. As a Poway Unified School District Voyager School, our teacher leaders have been working with a District Voyager coach, and will be instrumental in developing lessons that engage students in learning experience to foster their current and future success.

## 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
- 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.

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.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	%	1	1	
African American	2.4%	2.13%	1.78%	14	13	11
Asian	16.4%	17.41%	16.53%	97	106	102
Filipino	8.0%	7.39%	7.46%	47	45	46
Hispanic/Latino	16.9%	16.75%	17.99%	100	102	111
Pacific Islander	%	%	0.16%			1
White	44.2%	42.20%	41%	261	257	253
Multiple/No Response	3.4%	4.60%	6.16%	20	28	38
	<b>Total Enrollment</b>			591	609	617

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	122	132	122
Grade 1	102	99	98
Grade 2	78	106	106
Grade3	104	78	102
Grade 4	90	101	89
Grade 5	95	93	100
<b>Total Enrollment</b>	591	609	617

### Conclusions based on this data:

1. Our enrollment has been consistent.
2. Most of our demographic group percentages have been consistent.
3. Our multiple/no response demographic group percentages has almost doubled, from 3.4% in 2016-17 to 6.16% in 2018-19.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	101	94	97	17.1%	15.4%	15.7%
Fluent English Proficient (FEP)	51	63	59	8.6%	10.3%	9.6%
Reclassified Fluent English Proficient (RFEP)	14	24	0	12.7%	23.8%	0.0%

### 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 17-18
3. Our number of Fluent English Proficient students has remained relatively constant over the past three years.

# Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	79	96	103	77	95	103	77	95	99	97.5	99
Grade 4	89	101	92	87	100	89	87	100	89	97.8	99	96.7
Grade 5	96	95	100	90	93	99	89	93	99	93.8	97.9	99
All	289	275	288	280	270	283	279	270	283	96.9	98.2	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2448.	2471.	2463.	34.95	42.86	28.42	28.16	28.57	41.05	17.48	20.78	21.05	19.42	7.79	9.47
Grade 4	2486.	2499.	2496.	36.78	35.00	37.08	22.99	27.00	23.60	16.09	23.00	19.10	24.14	15.00	20.22
Grade 5	2533.	2533.	2533.	31.46	34.41	31.31	34.83	30.11	34.34	21.35	17.20	19.19	12.36	18.28	15.15
All Grades	N/A	N/A	N/A	34.41	37.04	32.16	28.67	28.52	33.22	18.28	20.37	19.79	18.64	14.07	14.84

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	39.81	45.45	38.95	33.01	44.16	51.58	27.18	10.39	9.47	
Grade 4	33.33	38.00	38.64	45.98	45.00	43.18	20.69	17.00	18.18	
Grade 5	28.09	39.78	38.38	53.93	38.71	43.43	17.98	21.51	18.18	
All Grades	34.05	40.74	38.65	43.73	42.59	46.10	22.22	16.67	15.25	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.07	45.45	31.58	51.46	37.66	51.58	17.48	16.88	16.84
Grade 4	26.74	34.00	31.82	51.16	45.00	50.00	22.09	21.00	18.18
Grade 5	43.82	41.94	30.30	42.70	35.48	54.55	13.48	22.58	15.15
All Grades	33.81	40.00	31.21	48.56	39.63	52.13	17.63	20.37	16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.04	33.77	23.16	59.22	59.74	70.53	8.74	6.49	6.32
Grade 4	25.29	28.00	29.21	60.92	65.00	60.67	13.79	7.00	10.11
Grade 5	26.97	25.81	28.28	62.92	65.59	66.67	10.11	8.60	5.05
All Grades	28.32	28.89	26.86	60.93	63.70	66.08	10.75	7.41	7.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.21	37.66	28.42	53.40	50.65	61.05	20.39	11.69	10.53
Grade 4	29.89	35.00	32.95	52.87	52.00	48.86	17.24	13.00	18.18
Grade 5	35.96	40.86	38.38	50.56	41.94	42.42	13.48	17.20	19.19
All Grades	30.47	37.78	33.33	52.33	48.15	50.71	17.20	14.07	15.96

**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 Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	79	96	103	77	95	103	77	95	99	97.5	99
Grade 4	89	101	92	87	101	89	87	101	89	97.8	100	96.7
Grade 5	96	95	100	92	92	99	92	92	99	95.8	96.8	99
All	289	275	288	282	270	283	282	270	283	97.6	98.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469.	2481.	2473.	34.95	42.86	33.68	32.04	41.56	32.63	20.39	7.79	21.05	12.62	7.79	12.63
Grade 4	2510.	2515.	2514.	40.23	35.64	31.46	25.29	34.65	38.20	20.69	20.79	22.47	13.79	8.91	7.87
Grade 5	2550.	2554.	2547.	44.57	48.91	34.34	16.30	16.30	25.25	23.91	16.30	24.24	15.22	18.48	16.16
All Grades	N/A	N/A	N/A	39.72	42.22	33.22	24.82	30.37	31.80	21.63	15.56	22.61	13.83	11.85	12.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	46.60	57.14	43.16	36.89	31.17	42.11	16.50	11.69	14.74	
Grade 4	54.02	50.50	52.81	25.29	35.64	30.34	20.69	13.86	16.85	
Grade 5	48.35	58.70	43.43	27.47	19.57	35.35	24.18	21.74	21.21	
All Grades	49.47	55.19	46.29	30.25	28.89	36.04	20.28	15.93	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.86	49.35	43.16	51.46	42.86	43.16	10.68	7.79	13.68
Grade 4	43.68	39.60	37.08	39.08	46.53	46.07	17.24	13.86	16.85
Grade 5	41.76	44.57	37.37	39.56	36.96	47.47	18.68	18.48	15.15
All Grades	40.93	44.07	39.22	43.77	42.22	45.58	15.30	13.70	15.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	48.54	59.74	45.26	37.86	31.17	40.00	13.59	9.09	14.74
<b>Grade 4</b>	41.38	42.57	44.94	39.08	45.54	42.70	19.54	11.88	12.36
<b>Grade 5</b>	38.46	36.96	29.29	46.15	44.57	49.49	15.38	18.48	21.21
<b>All Grades</b>	43.06	45.56	39.58	40.93	41.11	44.17	16.01	13.33	16.25

**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		1488.9		1467.2		29	
Grade 1	1511.7		1512.2		1510.6		18	
Grade 2	1570.9		1583.1		1558.4		14	
Grade 3	*		*		*		*	
Grade 4	1518.9		1510.6		1526.6		14	
Grade 5	*		*		*		*	
All Grades							90	

Overall 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	*	*	*	*	*	*	*	29	15
1	77.78	*	*	*	*	*	*	*	18	23
2	100.00	*		*	*	*			14	18
4	*	*	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	64.44		24.44		*		*		90	

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	*	*	*	*	*	*	*	29	15
1	88.89	47.83	*	*		*	*		18	23
2	100.00	66.67		*					14	18
4	*	*	*	*		*	*		14	*
5	*	*	*	*		*	*	*	*	*
All Grades	76.67		15.56		*		*		90	

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
<b>K</b>	55.17	*	*	*	37.93	*	*	*	29	15
<b>1</b>	*	*	*	56.52	*	*	*	*	18	23
<b>2</b>	78.57	*	*	*	*	*			14	18
<b>4</b>	*	*	*	*	*	*	*	*	14	*
<b>5</b>		*	*	*	*	*	*	*	*	*
<b>All Grades</b>	46.67		21.11		25.56		*		90	

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	
<b>K</b>	89.66	*	*	*		*	29	15	
<b>1</b>	94.44	73.91	*	*			18	23	
<b>2</b>	100.00	*		61.11			14	18	
<b>4</b>	*	*	*	*	*		14	*	
<b>5</b>	*	*	*	*	*	*	*	*	
<b>All Grades</b>	75.56		21.11		*		90		

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	
<b>K</b>	68.97	*	*	*	*	*	29	15	
<b>1</b>	88.89	*	*	*	*	*	18	23	
<b>2</b>	100.00	83.33		*			14	18	
<b>4</b>	85.71	*	*	*	*		14	*	
<b>All Grades</b>	78.89		15.56		*		90		

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	
<b>K</b>	48.28	*	44.83	86.67	*		29	15	
<b>1</b>	*	56.52	*	*	*	*	18	23	
<b>2</b>	85.71	*	*	66.67	*	*	14	18	
<b>4</b>	*		*	*	*	*	14	*	
<b>All Grades</b>	46.67		40.00		13.33		90		

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
<b>K</b>	72.41	*	*	*	*	*	29	15
<b>1</b>	*	*	*	78.26			18	23
<b>2</b>	*	*	*	*			14	18
<b>4</b>	*	*	*	*	*	*	14	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	55.56		36.67		*		90	

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

**Conclusions based on this data:**

- 53% of students who were kindergartners in 2017-18 were at Level 3 or 4 (moderately or well developed) in the ELPAC, and that percentage rose to 94% when that cohort moved to first grade in 2018-19.
- In oral language in 2018-19, 100% of second and third grade students were at Level 3 or 4, which is moderately or well developed.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	15	14	11	3	1	0	20.0	7.1	0
American Indian or Alaskan	*	*		1	1		*	*	
Asian	109	116	104	11	9	4	10.1	8.2	4
Filipino	48	46	43	3	3	1	6.3	6.5	2
Hispanic or Latino	99	114	111	13	15	16	13.1	13.3	13
Did not Report	24	29	39	1	6	1	4.2	21.4	5
Pacific Islander			*			*			*
Two or More Races	59	62	58	0	3	3	0.0	4.9	5
White	268	268	255	13	17	13	4.9	6.5	5
Male	326	339		20	30		6.1	9.1	
Female	297	311		24	24		8.1	7.9	
English Learners	112	100	96	13	12	9	11.6	12.4	11
Students with Disabilities	91	101		8	11	12	8.8	11.1	12
Socioeconomically	90	125	103	11	18	13	12.2	14.9	10
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	128	140		14	20		10.9	14.5	
Grades 1-3	301	305		20	26		6.6	8.8	
Grades 4-6	194	205		10	8		5.2	4.0	
Grades 7-8									
Grades K-8	623	650		44	54		7.1	8.5	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	623	650	622	44	54	38	7.1	8.5	6

### Conclusions based on this data:

1. Our chronic absentee rate fell from 9% in 2017-18 to 6% in 2018-19.
2. Our chronic absentee data showed a decrease in nearly every subgroup from 2017-18 to 2018-19.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.8	1.8

### Conclusions based on this data:

1. Over the past three years, our suspension rate has more than doubled.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### 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?

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

## Goal 1: Mathematics

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of Math will increase by 5%, from 65% to 70%.

## Identified Need

This need was identified by analysis of Turtleback's data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students, which shows that there are currently 35% of Turtleback's 3rd-5th grade learners are below CAASPP proficiency level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 65% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 5%, from 65% in 2019 to 70% in 2020.
<b>English Learner</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP Math test shows 50% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 5%, from 50% in 2019 to 55% in 2020.
<b>EDY/Title I</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY.	Data from the Spring 2019 CAASPP Math test shows 51% of EDY/Title 1 students at "Standard Met" or "Standard Exceeded."	The percentage of EDY students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 8%, from 51% in 2019 to 59% in 2020.
<b>Student with Disabilities</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress	Data from the Spring 2019 CAASPP Math test shows 21% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 5%, from 21% in 2019 to 26% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(CAASPP) for those identified as Students with Disabilities.		
<b>Hispanic or Latino Students:</b> Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for those identified as Hispanic or Latino.	<b>Hispanic or Latino Students</b> Data from the Spring 2019 CAASPP Math test shows 53% of Latino or Hispanic Students at "Standard Met" or "Standard Exceeded."	<b>Hispanic or Latino Students</b> The percentage of Hispanic or Latino Students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 8%, from 53% in 2019 to 61% in 2020.

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

### Strategy/Activity 1

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

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

Learners who are below proficiency in the area of mathematics (1-5). Data analysis has shown areas of growth in targeted math skills.

#### Strategy/Activity

A certificated IMPACT teacher will support targeted learners on specific math skills approximately 2 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.

#### 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)

3780

0

#### Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries  
IMPACT teacher.

English Learners

### Strategy/Activity 2

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

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

Students who are identified as EDY/ELL and students with varying learning needs

#### Strategy/Activity

To best meet our learners varying needs in the area of mathematics, teachers will collaborate, attend learning opportunities and observe other teaches to gain information around best instructional practices.



**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 3**

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

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

All students.

Strategy/Activity

TK-5 Teachers will develop and implement standards-based math instruction that will include:  
-Math Performance Tasks  
-Small group differentiated instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional budgeted expenditures.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 2: English Language Arts

Based upon the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts will increase by 6%, from 65% to 71%.

## Identified Need

This need was identified by analysis of Turtleback's data from the CAASPP, which shows that there are currently 35% of Turtleback's 3rd-5th grade learners are below CAASPP proficiency levels as measured by the ELA/Literacy section of the CAASPP test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP English Language Arts test shows 65% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 6%, from 65% in 2019 to 71% in 2020.
<b>English Learner</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP English Language Arts test shows 37% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 6%, from 37% in 2019 to 43% in 2020.
<b>EDY/Title I</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY.	Data from the Spring 2019 CAASPP English Language Arts test shows 57% of EDY students at "Standard Met" or "Standard Exceeded."	The percentage of EDY students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 6%, from 57% in 2019 to 63% in 2020.
<b>Student with Disabilities</b> Data from the English Language Arts portion of the Spring 2020 California	Data from the Spring 2019 CAASPP English Language Arts test shows 25% of Students with Disabilities at	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the English

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	"Standard Met" or "Standard Exceeded."	Language Arts portion will increase by 6%, from 25% in 2019 to 31% in 2020.
<b>Hispanic or Latino Students:</b> Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Hispanic or Latino.	<b>Hispanic or Latino Students</b> Data from the Spring 2019 CAASPP English Language Arts test shows 57% of Latino or Hispanic Students at "Standard Met" or "Standard Exceeded."	<b>Hispanic or Latino Students</b> The percentage of Hispanic or Latino Students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 6%, from 57% in 2019 to 63% in 2020.

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

### Strategy/Activity 1

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

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in targeted literacy skills.

#### Strategy/Activity

A trained, certificated IMPACT teacher will support targeted learners on specific literacy skills approximately 3 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: Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

#### 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)
3820	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries IMPACT teacher.
7760	English Learners 1000-1999: Certificated Personnel Salaries IMPACT teacher.

### Strategy/Activity 2

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

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

Students who are identified as EDY/ELL and students with varying learning needs.

#### 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 teaches to gain information around best instructional practices.

**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 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)

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 Grades K-2

Strategy/Activity

Teachers will integrate reading and writing instruction with Social Studies and Science themes.

**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.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 3: Socio-Emotional/Behavior

By June 2020, student discipline referrals will decrease by 20%, from 177 dispositions to 141 dispositions. Areas of need will be identified through analysis of Defined School Challenges from staff survey, and Synergy data.

### Identified Need

This need was identified by analyzing results of the discipline summary by grade report through Synergy.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Discipline Summary By Grade and Discipline Disposition List.	Last year, there were 177 discipline dispositions among the students at Turtleback For some discipline incidents, there were multiple dispositions.	Using Restorative Justice practices and Positive Behavior Interventions and Support, this will decrease by 20%, from 177 to 141 dispositions.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b> Discipline Summary By Grade and Discipline Disposition List.	Students with an IEP (with and without a BIP or BSP) were an unusually high percentage of discipline dispositions - 57%, or 90 dispositions.	By utilizing the District Behavior Support Team as well as using Restorative Justice practices and Positive Behavior Interventions and Support, this will decrease by 20% to 37%.

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

### Strategy/Activity 1

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

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

All students

Strategy/Activity

Counselor for 2 days per week to address student needs, and be a part of our Leadership Team, S3 Team, and PBIS team. This includes small group work (groups would include social skills, regulation, attendance, attention and focus), one on one work sessions, conflict mediation, alternate recess plans, and staff development.

**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

[Redacted]

[Redacted]

### 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.

# 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	\$15,360.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$7,600.00
English Learners	\$7,760.00

Subtotal of state or local funds included for this school: \$15,360.00

Total of federal, state, and/or local funds for this school: \$15,360.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------



## Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	7,600.00
English Learners	7,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	15,360.00

## 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	7,600.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	7,760.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,780.00
Goal 2	11,580.00
Goal 3	0.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role	Date	Signature
Ann Auten	Principal		
Kelly Caha	Classroom Teacher		
Tammy Brokaw	Classroom Teacher		
Maria Carini	Classroom Teacher		
Kelley Magill	Other School Staff		
Jennie Harris	Parent or Community		
Maria Hester	Parent or Community		
Nicole Johnson	Parent or Community		
Wendy Liu	Parent or Community		
Aaron Betschel	Parent or Community		

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.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures 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 following groups or committees before adopting this plan:

**Signature**

**Date**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: School Librarian

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/22/2019.

Attested:

Principal, Ann Auten on

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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