

School Year: **2021-22**

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
Newberry Springs Elementary School	36-73890-6035406	November 5, 2021	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA. For additional information on school programs and how you may become involved locally please contact:

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student Survey

1. When asked, at my school, there is a teacher or some other adult who really cares about me, 94% of the students answered Very Much True and Pretty Much True.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 92% of the students answered Very Much True and Pretty Much True.
3. When asked, I am engaged and interested in learning at my school, 84% of the students answered Very Much True and Pretty Much True.
4. When asked, are you happy to be at this school? 97% of the students stated they agree and strongly agree that they are happy to be at this school.
5. When asked, the teachers and other adults treat students fairly at this school, 100% of the students said they agree or strongly agree.
6. When asked, do you feel safe at this school? 86% of the students surveyed feel that they are safe at school.
7. When asked, are assemblies, field trips and other activities important at the school? 100% of the students strongly agreed or agreed.
8. When asked, do you see the principal in your classroom? 42% of the students surveyed stated they see the principal most or all of the time and 52% said some of the time.
9. When asked, would you recommend Newberry Springs Elementary School to other kids? 100% of the students surveyed stated yes they would recommend their school.
10. When asked, there is a teacher or adult on campus I can go to if there is a conflict between myself and another student, 74% of the students they agree or strongly agree.
11. When asked, my school provides students with help if they are having trouble with their work, 87% of the students they agree or strongly agree.
12. When asked, if I am having a hard time with something in my life besides academics, I know what teacher or adult on campus I can talk to, 76% of the students said they agree or strongly agree and 21% were neutral.
13. When asked, other students' negative behavior in class have made it difficult for me to learn, 57% said they agree or strongly agree, 25% said they disagree and 18% were neutral.
14. When asked, I feel SVUSD implemented safety protocols during the 2020-21 school year that kept me and the other students safe, 92% said they agree or strongly agree.

Parent Survey

1. When asked, when you visit your child's school, is the staff friendly and helpful, 95% of the parents surveyed said all or most of the time.
2. When asked, are the administrators easy to talk to, 95% of the parents said most or all the time.
3. When asked, are parents involved in planning, implementing or evaluating school programs, 37% of the parents said yes while 15% said no and 48% stated they do not know.
4. When asked, my involvement in my child's education is valued at the school, 93% of the parents agreed or strongly agreed.
5. When asked, the school sets high standards for academic performance for all students, 95% of the parents agreed or strongly agreed.
6. When asked, the school is good about staying in touch with the parents, 95% agreed strongly agreed.

7. When asked, the school clearly communicates to students the consequences of breaking the rules, 90% of the parents agreed or strongly agreed.
8. When asked, the school rewards good student choices and behaviors, 90% of the parents responded most or all of the time.
9. When asked if they would recommend their child's school to other parents, 93% said yes.
10. When asked if the school is helping Special Education students meet their Individualized Educational Program goals and be proficient on the state and local tests, 43% of parents of students with IEPs said they agree or strongly agree while the rest stated that this is not applicable to them.
11. When asked if the school is helping English Learners learn English as quickly as possible and be proficient on the state and local tests. 35% of parents of EL students said they agree or strongly agree while the rest stated that this is not applicable to them.
12. When asked, I feel SVUSD implemented safety protocols during the 2020-21 school year that kept my student(s) safe, 98% of the parents stated that they agree or strongly agree.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the academic school year the school and district administration continually walk through to observe classrooms. During the walk through observations, Silver Valley district administration discuss the needs of each teacher and the students who are in each classroom. At the school level, the administrator also holds Student Monitoring Conferences with each certificated teacher to see how individual students are succeeding in and out of the classroom. During the student monitoring conferences, teachers discuss with the principal the academic successes and struggles as well as the social/emotional and behavioral success and struggles each student is exhibiting in, and out of, the classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Credentialed teachers are expected to familiarize themselves with the California Assessment of Student Performance and Progress (CAASPP) Interim Cumulative Assessments and Interim Assessment Blocks, Exact Path program, MobyMax, and STAR Reading student achievement data related to their classes. Teachers will continue to use this information to target instruction. Student achievement test scores are also used to identify students for placement in academic intervention or enrichment groups using Response to Intervention and Instruction (RtI) designated instructional time.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Certificated teachers are expected to use Common Core standards-based formative and summative assessments that are included in the adopted curriculum or self-designed assessments. Students use Exact Path computer program in Mathematics and English Language Arts and the STAR Reading. All of these data are used for student placement within the classroom, during push-in and pull-out Response to Intervention Model. Teachers also gather information from the California Assessment of Student Performance and Progress (CAASPP) Interim Assessment and Assessment Blocks and English Language Proficiency Assessments for California (ELPAC) information to also help determine placement and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Majority of the certificated staff have met the Every Student Succeeds Act (ESSA) requirements of being a highly qualified teacher. All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. Silver Valley Unified School District Human Resource Department works extremely hard to ensure every member of the Silver Valley team has met all requirements to certify as highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Newberry Springs Elementary School, there is one full-time teacher per grade level and one RtI teacher for the entire school. There is one Resource Specialist Program (RSP) teacher for students with special needs. There is one Music teacher, and one Physical Education teacher. All three teachers are shared with another school in Silver Valley USD. All teachers receive professional development yearly in Mathematics and English Language Arts which also includes writing.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is focused on becoming a professional learning community (PLC). Newberry Springs Elementary School arranges its academic instructional program around four essential questions from PLC research (Dufour, 1998)

1. What is it we want our students to know? (Curriculum & Vision)
2. How will we know if they have learned it? (Progress Monitoring & Assessment)
3. What will we do if they do not know it? (Response to Intervention)
4. What will we do if they already know it? (Enrichment/Extension)

By focusing on these critical drivers, Newberry Springs Elementary School (NSES) and Silver Valley Unified School District (SVUSD) have formulated a framework of essential learning for each student. In addition, NSES incorporates high quality, standards-based instruction, universal access, academic safety nets, and multi-tiered systems of support and through Response to Intervention, we are ensuring each child receives the time and support needed to achieve academic success.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Along with the professional development offered to all teachers through our partnership with several publishers, there are several content experts who work alongside the teachers to help with any concerns they may have. These regularly-scheduled professional development opportunities provide support and guidance to teachers and include, but are not limited to: Math and English Language Arts instruction, assessment, student engagement, technology.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

With a small school culture, the teachers engage in ongoing vertical collaboration. They are also able to collaborate by grade level with other schools within the Silver Valley Unified School District on a regular basis through district wide collaboration dates set aside in the district calendar.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As a district, the teachers have worked together to create pacing guides and lesson plans based on the curriculum adopted by Silver Valley Unified School District.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers at Newberry Springs Elementary School turn in their academic schedule on a yearly basis to the principal to ensure instructional minutes are being met in reading, language arts, and mathematics. Time is also embedded into the instructional day for Response to Intervention for all students to engage in intensive instruction and/or enrichment depending on student needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Through our push-in Response to Intervention (RtI) time of forty-five minutes per day, four days a week, August - May (Kindergarten: Jan. - May), teachers are meeting the needs of students based on struggles teachers are observing in the classroom with prerequisite skills, student understanding of new learning concepts and retention of previous learning.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Adopted textbooks and instructional materials are purchased according to the state textbook adoption cycle. The district office provides full funding for all adopted material. Additional supplemental materials are purchased using site funds.

The Silver Valley Unified School District textbook adoption policy includes review and recommendation by a site committee of parents and teachers, review and recommendation by the District Curriculum and Instruction Committee, public inspection, and School Board review and adoption.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our district adoption in mathematics is Pearson enVision. Our latest district adoption in English Language Arts is Wonders. All of these materials are aligned to the Common Core State Standards. With these materials are added resources for English Language Development (ELD) and for strategic interventions for struggling students. There are also supplemental materials to bridge the needs of the Common Core State Standards with the 21st century learning skills of collaboration, communication, creativity and critical thinking.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through our Response to Intervention time of forty-five minutes per day, four days a week, teachers are meeting the needs of students based on struggles teachers are observing in the classroom with prerequisite skills, student understanding of new learning concepts and retention of previous learning. Students receiving special education services also receive forty-five minutes per day, four times per week, of Response to Intervention (RtI) time along with pull-out and/or push-in specialized academic instructional time with the Resource Specialist.

Evidence-based educational practices to raise student achievement

Our Response to Intervention program was adopted and implemented from a research based program. We are also using Exact Path, Happy Numbers, Moby Max, and other supplemental programs to support the reading skills of students who receive Special Education services as well as English Language Learners and students with identified learning gaps.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Newberry Springs Elementary School (NSES) offers an extended-day program to meet the needs of under-achieving students in literacy and mathematics as well as extra-curricular activities for students such as: cooking; sewing; art; music and STEM. Additionally, Newberry students also have opportunities to participate in outside organizations such as Awana.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Newberry Springs Elementary School our School Site Council meets four times per year to monitor/discuss the Single Plan for Student Achievement (SPSA), and how we will continue to meet the needs of our students academically and financially. NSES also maintains a Site Strategic Planning Team which meets yearly to discuss the needs of the school and students. The Site Strategic Planning Team brings forward recommendations to the site administrator and staff that are shared with the School Site Council in a continuous cycle of reflection and improvement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Through our categorical funds, Newberry Springs Elementary School is able to fund five (5) categorical instructional aides to reduce student-teacher ratios and supporting differentiated instruction. The aides also assist teachers with under-performing students and rotate among classrooms to help with our Response to Intervention program.

Fiscal support (EPC)

Our school site funding is spent on student needs for staffing, materials, supplies and professional development.

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

Representatives of our community stakeholder groups are voted into positions as a part of our School Site Council, (SSC), and review and update the SPSA annually. Our SSC also reviews our annual Site Strategic Planning Community Input in the review and updating process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance 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	0.88%	0%	%	1	0	
African American	%	3.06%	2.7%		3	2
Asian	2.65%	2.04%	1.4%	3	2	1
Filipino	%	0%	%		0	
Hispanic/Latino	57.52%	50%	47.3%	65	49	35
Pacific Islander	%	1.02%	%		1	
White	35.4%	41.84%	44.6%	40	41	33
Multiple/No Response	%	0%	4.1%		2	3
	Total Enrollment			113	98	74

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	21	16	14
Grade 1	22	21	9
Grade 2	16	19	14
Grade 3	19	12	12
Grade 4	16	17	12
Grade 5	19	13	13
Total Enrollment	113	98	74

Conclusions based on this data:

- Majority of the students are Hispanic/Latino. They represent almost 50% of the entire student population.
- With the offering of SVUSD's Virtual Learning this school year, there was a decrease or approximately 25% in enrollment of students that physically attend NSES.

School and Student Performance 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	17	12	8	15.0%	12.2%	10.8%
Fluent English Proficient (FEP)	4	6	4	3.5%	6.1%	5.4%
Reclassified Fluent English Proficient (RFEP)	0	4	0	0.0%	23.5%	0.0%

Conclusions based on this data:

1. Majority of students that are English Learners have been reclassified as fluent English proficient in SY 19-20 but none in 20-21.

School and 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		
	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	21	14	19	21	13	19	21	13	19	100	92.9	100
Grade 4	*	25	15	*	25	15	*	25	15		100	100
Grade 5	17		19	17		19	17		19	100		100
All	47	39	53	46	38	53	46	38	53	97.9	97.4	100

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2416.	2384.	2429.	14.29	7.69	5.26	23.81	15.38	36.84	42.86	23.08	52.63	19.05	53.85	5.26
Grade 4	*	2449.	2421.	*	0.00	0.00	*	48.00	33.33	*	28.00	20.00	*	24.00	46.67
Grade 5	2401.		2514.	0.00		15.79	11.76		47.37	11.76		21.05	76.47		15.79
All Grades	N/A	N/A	N/A	6.52	2.63	7.55	17.39	36.84	39.62	26.09	26.32	32.08	50.00	34.21	20.75

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	19.05	0.00	15.79	52.38	46.15	73.68	28.57	53.85	10.53	
Grade 4	*	8.00	6.67	*	68.00	53.33	*	24.00	40.00	
Grade 5	5.88		5.26	17.65		84.21	76.47		10.53	
All Grades	10.87	5.26	9.43	41.30	60.53	71.70	47.83	34.21	18.87	

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	9.52	7.69	5.26	76.19	30.77	73.68	14.29	61.54	21.05
Grade 4	*	4.00	0.00	*	72.00	73.33	*	24.00	26.67
Grade 5	0.00		31.58	35.29		52.63	64.71		15.79
All Grades	6.52	5.26	13.21	58.70	57.89	66.04	34.78	36.84	20.75

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	23.81	7.69	10.53	71.43	92.31	84.21	4.76	0.00	5.26
Grade 4	*	8.00	6.67	*	76.00	60.00	*	16.00	33.33
Grade 5	0.00		26.32	64.71		68.42	35.29		5.26
All Grades	10.87	7.89	15.09	65.22	81.58	71.70	23.91	10.53	13.21

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	9.52	7.69	10.53	71.43	53.85	78.95	19.05	38.46	10.53
Grade 4	*	12.00	0.00	*	72.00	60.00	*	16.00	40.00
Grade 5	0.00		21.05	35.29		57.89	64.71		21.05
All Grades	4.35	10.53	11.32	52.17	65.79	66.04	43.48	23.68	22.64

Conclusions based on this data:

1. The students showed a dramatic increase in score in all areas of the English Language Arts/Literacy except for one.
2. The only area that showed a decrease in the student scores is Listening. However, only the students that are At or Near Standard decreased while the students that are Above Standard doubled.

School and 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		
	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	21	14	19	21	13	19	21	13	19	100	92.9	100
Grade 4	*	24	15	*	24	15	*	24	15		100	100
Grade 5	17		19	17		19	17		19	100		100
All	47	38	53	46	37	53	46	37	53	97.9	97.4	100

* 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		
	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	2402.	2404.	2432.	0.00	0.00	10.53	23.81	38.46	31.58	47.62	23.08	47.37	28.57	38.46	10.53
Grade 4	*	2430.	2439.	*	0.00	0.00	*	12.50	13.33	*	62.50	60.00	*	25.00	26.67
Grade 5	2411.		2494.	0.00		10.53	0.00		15.79	17.65		42.11	82.35		31.58
All Grades	N/A	N/A	N/A	0.00	0.00	7.55	15.22	21.62	20.75	39.13	48.65	49.06	45.65	29.73	22.64

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	4.76	23.08	21.05	42.86	38.46	52.63	52.38	38.46	26.32	
Grade 4	*	4.17	6.67	*	41.67	26.67	*	54.17	66.67	
Grade 5	0.00		15.79	5.88		42.11	94.12		42.11	
All Grades	2.17	10.81	15.09	28.26	40.54	41.51	69.57	48.65	43.40	

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	4.76	7.69	21.05	57.14	53.85	47.37	38.10	38.46	31.58
Grade 4	*	4.17	6.67	*	50.00	60.00	*	45.83	33.33
Grade 5	0.00		10.53	29.41		52.63	70.59		36.84
All Grades	4.35	5.41	13.21	47.83	51.35	52.83	47.83	43.24	33.96

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
Grade 3	4.76	0.00	10.53	76.19	61.54	78.95	19.05	38.46	10.53
Grade 4	*	0.00	13.33	*	54.17	60.00	*	45.83	26.67
Grade 5	0.00		0.00	29.41		73.68	70.59		26.32
All Grades	4.35	0.00	7.55	54.35	56.76	71.70	41.30	43.24	20.75

Conclusions based on this data:

1. The percentage of students that Exceeded or Met the Standard increased to almost 30% coming from 21.62% from the previous year.
2. Although the overall achievement for all students increased, more than 70% are still in the Standard Nearly Met and Not Met category.

School and 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	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
All Grades							14	14

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	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
All Grades	*	14.29	*	50.00	*	35.71		0.00	14	14

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	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	*	28.57	*	50.00		21.43		0.00	14	14

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	*	*		*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
4		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	35.71	*	57.14	*	7.14	14	14

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
All Grades	78.57	28.57	*	64.29		7.14	14	14

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
All Grades	*	42.86	*	57.14		0.00	14	14

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
2	*	*	*	*	*	*	*	*
All Grades	*	7.14	*	78.57	*	14.29	14	14

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	*	*	*	*	*	*	*	*
All Grades	*	7.14	*	85.71	*	7.14	14	14

Conclusions based on this data:

1. We have such a small population of EL students that the summary data is not represented here, but we do have individual results with which to evaluate growth of language acquisition over the year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
98	88.8	12.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	12.2
Homeless	13	13.3
Socioeconomically Disadvantaged	87	88.8
Students with Disabilities	23	23.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	3.1
Asian	2	2.0
Hispanic	49	50.0
Two or More Races	2	2.0
Pacific Islander	1	1.0
White	41	41.8





Conclusions based on this data:

1. Newberry Springs Elementary School is a Title 1 school. 84% of the students are socioeconomically disadvantaged.
2. Majority of the student population are Hispanic/Latino. More than 50% of the students represent this group. It is imperative that supports for this student group are provided.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Green</p>		

Conclusions based on this data:

1. Newberry Springs Elementary School does not have performance scores for Graduate Rate and College and Career being an elementary school. The English Learner population is also so small that it is not being represented in this dashboard.
2. Chronic Absenteeism is not an area of concern for the school. The suspension rate is also down.
3. English Language Arts and Mathematics scores will need to continue to show improvement.

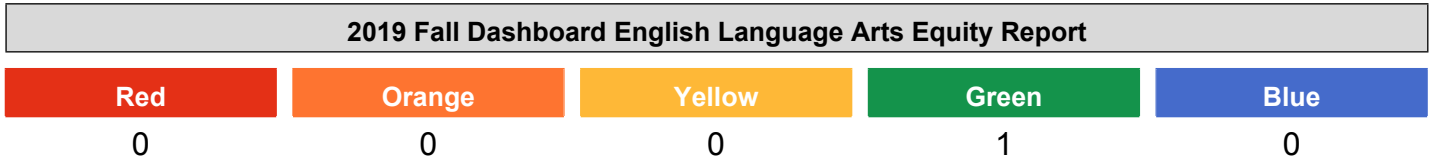
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>7 points below standard</p> <p>Increased Significantly ++10.8 points 50</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.4 points above standard</p> <p>Increased Significantly ++26.6 points 43</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.7 points below standard Increased ++6.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 26.6 points below standard Increased Significantly ++26.2 points 15

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 1	1.7 points below standard Increased Significantly ++27.7 points 40

Conclusions based on this data:

1. Due to the small student population, multiple student groups that are lower than 11 did not show performance scores.
2. Although all students are below standard by 26.8 points, they still showed a growth of 29.6 points.

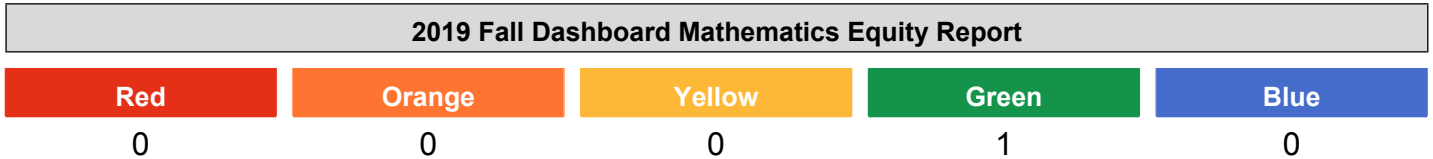
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.7 points below standard</p> <p>Increased Significantly ++22.4 points 50</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>22.7 points below standard</p> <p>Increased Significantly ++22.9 points 43</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 28.3 points below standard Increased Significantly ++20.2 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 33.9 points below standard Increased ++14.2 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 1	21.6 points below standard Increased Significantly ++24.6 points 40

Conclusions based on this data:

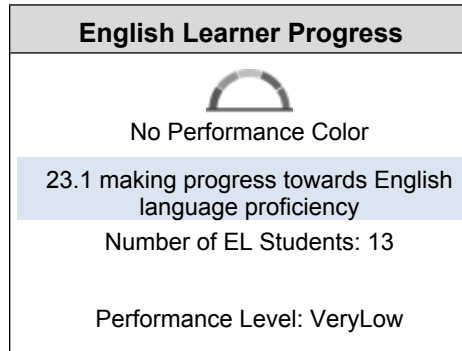
1. Mathematics remains to be the weaker area of the students. Although the overall percentage of the students showed some increase in points, they are still more than 40 points below standard.
2. 30 out of the 31 students that are below standard are socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
46.1	30.7		23.0

Conclusions based on this data:

1. All of the students in this sub group are within somewhat to well developed in their progress as English Learners with more that 80% are moderately to well developed.

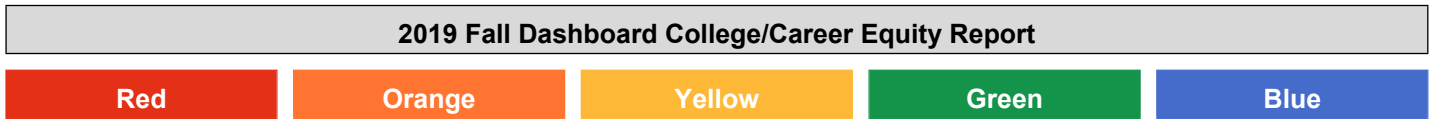
School and Student Performance Data

Academic Performance College/Career

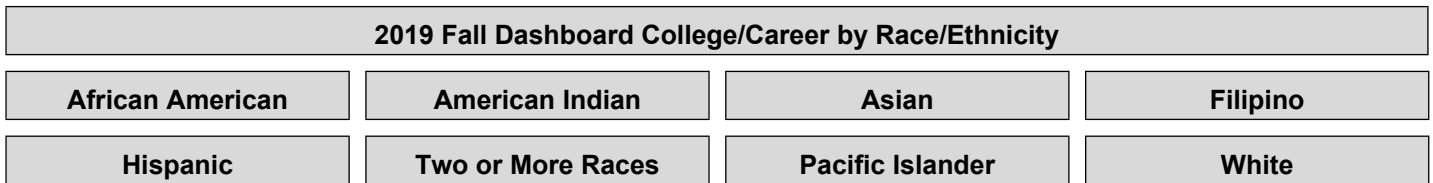
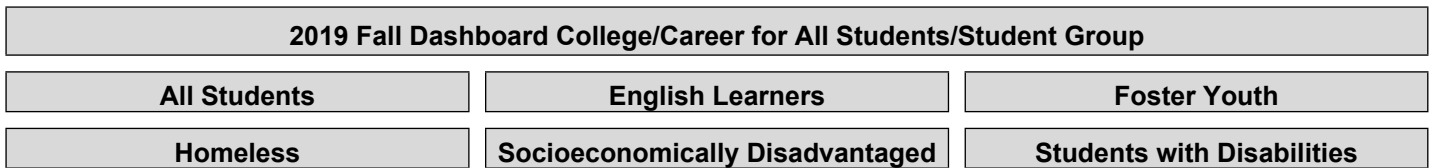
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

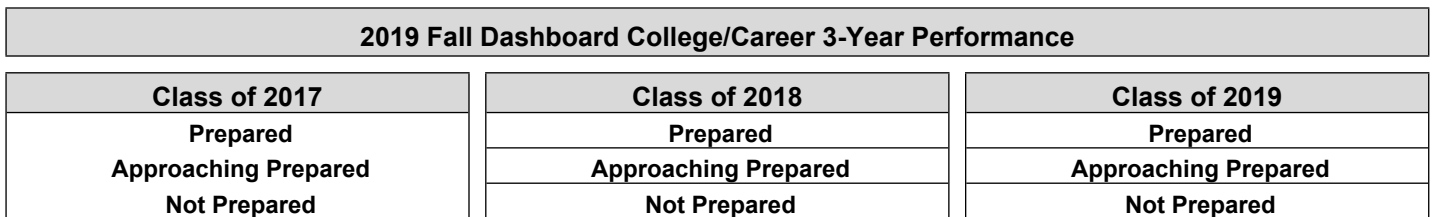
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

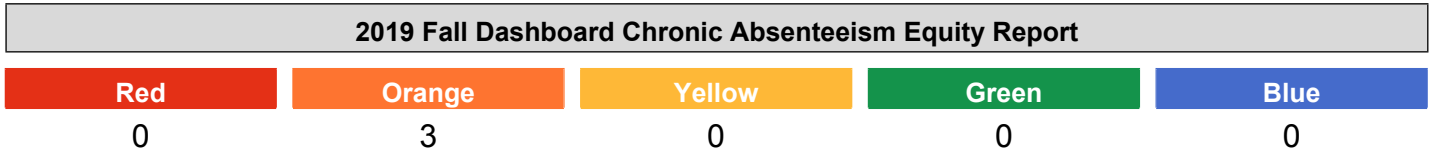
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 12.7 Increased +4.6 126	<p>English Learners</p>  No Performance Color 5.9 Increased +5.9 17	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 31.6 Increased +25.7 19	<p>Socioeconomically Disadvantaged</p>  Orange 15.2 Increased +6.3 105	<p>Students with Disabilities</p>  No Performance Color 4.5 Increased +0.5 22

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.4 Increased +2.2 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 11.1 Increased +3.2 45

Conclusions based on this data:

1. Student absences declined overall with a decrease of almost 4 percent.
2. The absences of students in the Hispanic subgroup increased by almost 3 percent.

School and Student Performance Data

Academic Engagement Graduation Rate

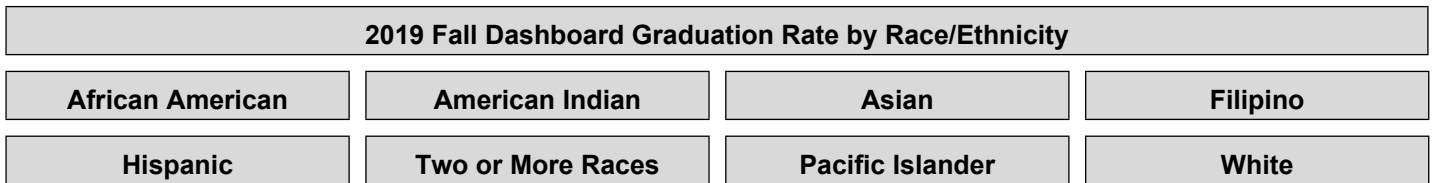
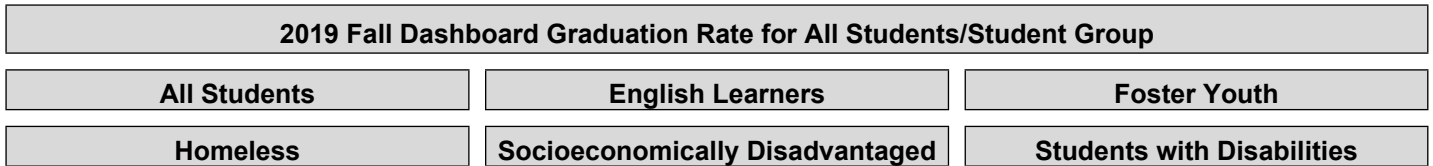
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

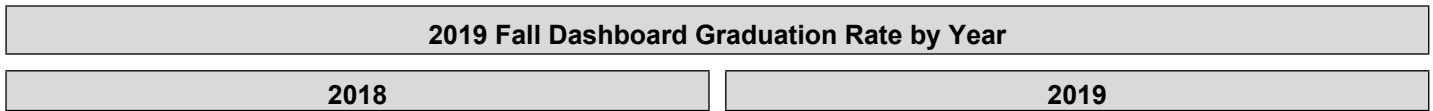
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

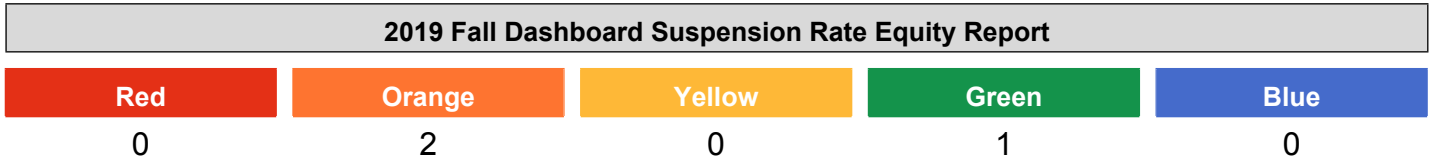
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.8</p> <p>Increased +1.9</p> <p>133</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>18</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>4.8</p> <p>Declined -1.1</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.5</p> <p>Increased +2.5</p> <p>111</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>4.5</p> <p>Increased +4.5</p> <p>22</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.6 Increased +2.6 76	 No Performance Color Less than 11 Students - Data 4		 Green 2.2 Declined -2.8 46

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3.8

Conclusions based on this data:

1. Suspensions in 2018 decreased by 50% from the previous year.
2. Overall, this is a strong area of the school as influenced by the current school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics and English Language Arts through Basic Services

LEA/LCAP Goal

I. STUDENT ACHIEVEMENT: All students will Meet or Exceed Standard in English Language Arts and Mathematics in the CAASPP.

Key Actions: 1.1 – Provide side-by-side professional learning for certificated staff through teacher coaching and modeling

Key Actions: 1.2 – Expand implementation of Response to Intervention (RtI) to encourage and support learning based on identified student needs.

Key Actions: 1.3 – Implement Common Core State Standards and assessments to enable students to develop the 21st Century skills of collaboration, communication, creativity and critical thinking.

Key Actions: 1.4 – Implement site plans through data analysis, plan revisions and school community involvement to increase student achievement.

Goal 1

ALL students will participate in the Response to Instruction and Intervention through in class instruction utilizing instructional aides to deliver specialized academic instruction that improves and enhances student achievement.

Students will use technology in order to participate in the Happy Numbers, Starfall, Exact Path and MobyMax Digital Learning programs in grades K-5 as applicable.

Students will also be monitored and supported using the Renaissance Learning Star Reading.

Implement, monitor and support multi-tiered instruction so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, the County of San Bernardino, the State of California and the Federal Government

LCAP Alignment: STEM, College and Career Readiness, PBIS, and Parent/Student Support

State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum

Identified Need

53% of 3rd through 5th grade students are Not or Nearly Meeting Standard in ELA and 72% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in grades 3rd through 5th will participate in the	53% of 3rd through 5th grade students are Not or Nearly	70% of 3rd through 5th grade students will Meet or Exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment.	Meeting Standard in ELA and 72% in Math.	Standard in ELA and 50% in Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Focus on, and support of, evidence-based best teaching practices including explicit, direct instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500	Title I 4000-4999: Books And Supplies Copy Paper Ink Reproducibles Index Cards Lamination White Board Markers

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

Disaggregate formative, summative assessment scores by student name, need and skill and assign students to strategic intervention groups

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)
-----------	-----------

2000

Title I
4000-4999: Books And Supplies
Copy Paper
Ink
Reproducibles
Index Cards
Lamination
White Board Markers

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

Student monitoring conferences, based on targeted assessment data, will take place between the teachers and the principal and, subsequently, between the principal and Assistant Superintendent of Educational 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)

Source(s)

773

Title I
5000-5999: Services And Other Operating Expenditures
Guest Teachers to release teachers to meet with the Principal

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

Title I Categorical Classified Aides, hired year to year, will provide instructional support and intervention.

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)

88245

Title I
2000-2999: Classified Personnel Salaries

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Determine intervention curriculum based on Interim Assessment Blocks (IABs) and other student support data.

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)

2000

Source(s)

Title I
4000-4999: Books And Supplies
Time
Copy Paper
Ink**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Digital Learning Platforms (MobyMax, Exact Path, Happy Numbers, Typing Agent, System 44, Read 180, Accelerated Reader, etc.) will be used in grades K-5 to increase and support student achievement in literacy.

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)

5000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Software Licensing**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Continue ongoing staff trainings, including but not limited to:

- 1) Literacy, comprehension and writing.
- 2) Digital Learning Platforms (MobyMax, Waterford, System 44, Read 180, Pearson enVision Math).
- 3) Learning Assessments (DRA2, STAR Reading, STAR Math, STAR Early Literacy, ESGI).

Trainings to be provided for every teacher on campus during PLC Wednesdays or using Authorized Release. Principal will monitor training is completed and implemented.

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)

4000

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue embedded Response to Intervention (RtI) model of progress monitoring for all students in English Language Arts and Mathematics including referral to Student Success Team (SST) as warranted.

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)

1500

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Guest Teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop and maintain a school-wide focus on organizational skills following the WICOR model of the Achievement Via Individual Determination (AVID) system.

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)
2000	Title I 4000-4999: Books And Supplies Paper Ink Copies Binders Student Planners
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Training
1000	Title I Resource Materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Monitoring Conferences will be held to ensure every teacher documents and reviews their students' progress by name, need and skill.

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)
840	Unrestricted 0000: Unrestricted Time Resources Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to hold Student Success Team (SSTs) meetings with teachers, parents, students, and principal.

SSTs will be part of the tiered interventions for behavior and academics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Paper
Ink
Copies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional support of time, resources and/or professional development/training to facilitate Goal #1 of Planned Improvements for Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I
None Specified
Time
Resources
Supplies

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.

Regular updates in our SPSA data has been put on hold due to the pandemic.

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 intended implementation and budget expenditures to meet this goal should not be very much different from last year. The student scores in the CAASPP showed improvement compared to the prior year. The intention of the strategy is to continue the growth that the students have exhibited.

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.

There were only minor changes that will be made towards achieving this goal and those are the changes in the computer programs that will help in providing differentiated instruction to students. All the other strategies will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and School Climate

LEA/LCAP Goal

III. Student/Parent Support: Increase staff and families' ability to support student academic, social/emotional and physical needs.

Key Actions: 3.1 - Continue implementation of Positive Behavioral Interventions and Supports (PBIS) and develop tier 2 and 3 interventions based on student needs.

Key Actions: 3.2 – Develop and implement parent leadership classes to support student success.

Key Actions: 3.3 – Implement site and district safety plans to ensure a safe and supportive work environment for all.

Key Actions: 3.4 – Continue to implement all facilities and maintenance projects detailed in the 2014-17 Facilities Plan.

Goal 2

All students will be trained on Newberry's school-wide and classroom expectations as part of our Positive Behavioral Interventions and Supports (PBIS) approach to ensure every student is demonstrating the behaviors of responsibility, safety and respect. Through the PBIS model, students will be rewarded accordingly through direct praise, sharing of good news with parents/guardians, token incentives (Caught Being Good), attendance awards and student of the month awards programs. Data will be collected and shared with staff to ensure the students are meeting the expectations set forth in the PBIS program.

LCAP Alignment: STEM, College and Career Readiness, PBIS, and Parent/Student Support
 State Priorities: 3 - Parent Involvement, 4 - Student Achievement, 5 - Student Engagement, 6 - School Climate, 8 - Other School Outcomes

Identified Need

The suspensions have decreased overall. However, one subgroup under the Ethnicity of White still showed a 5% suspension rate according the CA Dashboard. The school needs to continuously gear towards reducing this percentage through the aid of PBIS as the driving force in its school climate/culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard, Tableau and Infinite Campus	5% suspension rate for students with an Ethnicity of White.	A suspension rate of 1% for students that are in the subgroup of White Ethnicity.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

After-school enrichment programs will be made available for all students in Kindergarten - 5th grade. Activities will include one or more of the following activities: STEM Club, Orff Ensemble, Cooking Club, Sewing Club, Art Club, and Spelling Bee.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Supplies for activities

3000

Title I
1000-1999: Certificated Personnel Salaries

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

Continue to ensure there is follow through with the Positive Behavior Interventions and Support (PBIS) Perfect Attendance Program. Our Goals is to increase student average daily attendance as much as possible.

Incentives include but are not limited to: t-shirts, extra recess time, certificates, school supplies and/or sponsored giveaways.

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)

2000

Source(s)

Unrestricted

5000-5999: Services And Other Operating Expenditures
 Awards
 Certificates
 Food
 Card Stock
 Ink
 Lamination
 Field Trips
 Transportation
 Incentives

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

Continue to reward students academically and behaviorally through the PBIS Student of the Month and Reading Reward programs. Incentives include but are not limited to: token system (Caught Doing Good) for use in student store, t-shirts, extra recess time, certificates, school supplies, etc. The students who did not receive ODR's also participate in the bi-monthly Zero ODR celebrations that are done on Wednesdays.

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)

2000

Source(s)

Unrestricted
 5000-5999: Services And Other Operating Expenditures
 Card Stock
 Ink
 Lamination
 Food
 Trophies
 Awards
 Certificates
 Incentives

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

Use of a dashboard utility (Tableau) that pulls data from our school-wide information system (Infinite Campus) to help monitor/analyze student behaviors (positive and negative).

Students will receive incentives accordingly.

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)

2000

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Forms
Paper
Incentives for Students
Training for Staff

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide real life experiences and activities to allow students greater access and understanding of the English Language Arts, Math, Science and Social Science curriculums (i.e. assemblies, field trips, etc.)

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)

6000

Source(s)

Title I
5900: Communications
Field Trips
Bus

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to implement school-wide multi-tiered behavioral interventions, monitored by the site PBIS Team.

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)

600

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Time
Guest Teachers
Paper
Ink
Copies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement best practices of Social Emotional Learning (SEL) theory, in grades Kinder-2nd, to positively impact student pro-social behavior and school engagement. Actively research comparable best practices in 3rd & 4th grade SEL for future implementation.

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)

3000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Resources
Supplies (paper, ink, copies)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hold regular Student Success Team (SST) meetings with teachers, parents, students, and the principal as needed to ensure student support of academic and behavioral expectations

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)

1000

Title I
5000-5999: Services And Other Operating Expenditures
Time
Guest Teachers
Paper
Ink
Copies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Nights including, but not limited to: Technology Night, Craft Nights, Dr. Seuss Reading Night, Movie Night, Game Night, and Festivals.

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)

2000

Unrestricted
5000-5999: Services And Other Operating Expenditures
Time
Resources

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hold regular activities with parents and community members with a focus on understanding their role in support of student academic/behavioral success. Agendize these activities to reflect community member feedback regarding topics and areas of focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Unrestricted
0000: Unrestricted
Materials
Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional support of time, resources and/or professional development/training to facilitate School Goal #2

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)

500

Source(s)

Unrestricted
0000: Unrestricted
Time
Resources

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.

The overall implementation of the SPSA for the school year 2019-2020 yielded great results. The school suspension rate went down significantly compared to the previous year.

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

The school will continue implementing the strategies that were used from the SPSA 2019-2020.

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

We have added a Zero ODR PBIS Celebration where students that did not receive ODR's for two weeks will participate in our bi-monthly celebration. This can be found in Strategies/Activities #3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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	\$156,118.00

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 (\$)
Title I	\$131,118.00

Subtotal of additional federal funds included for this school: \$131,118.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Unrestricted	\$25,000.00

Subtotal of state or local funds included for this school: \$25,000.00

Total of federal, state, and/or local funds for this school: \$156,118.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	131,118.00
Unrestricted	25,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
0000: Unrestricted	1,840.00
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	88,245.00
4000-4999: Books And Supplies	16,500.00
5000-5999: Services And Other Operating Expenditures	17,873.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
5900: Communications	6,000.00
None Specified	14,660.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I	88,245.00

4000-4999: Books And Supplies	Title I	13,500.00
5000-5999: Services And Other Operating Expenditures	Title I	9,873.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
5900: Communications	Title I	6,000.00
None Specified	Title I	2,500.00
0000: Unrestricted	Unrestricted	1,840.00
4000-4999: Books And Supplies	Unrestricted	3,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	8,000.00
None Specified	Unrestricted	12,160.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,518.00
Goal 2	23,600.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Andreo Palacol	Principal
Cyndy Gaastra	Classroom Teacher
Olivia Mesa	Other School Staff
Anna Hidingier	Parent or Community Member

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

Committee or Advisory Group Name

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 November 5, 2021.

Attested:



Principal, Andreo Palacol on November 5, 2021

SSC Chairperson, Cyndy Gaastra on November 5, 2021

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/>

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