

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra Bonita Elementary School	19-64477-6114227	5-13-2020	9-16-2020

## 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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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.

School Plan will include a comprehensive needs assessment with analysis of verifiable state and local data, consistent with state priorities, as well as the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing goals. School Plan will address Stakeholder involvement, goals to improve student outcomes, evidence-based strategies, actions, and services, as well as proposed expenditures



# 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).

The Eastside Union School District and Tierra Bonita Elementary School conduct periodic surveys throughout the year. At each parent meeting, parents are provided an opportunity to formally submit questions and concerns to the administration. At the end of a school year, parents and staff members electronically complete a climate survey which is reviewed for the incoming school year. Changes and considerations are made.

## Classroom Observations

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

Throughout the school year, daily informal classroom observations are made by the administration at Tierra Bonita. A selected group of tenured and probationary teachers are formally observed at least two times throughout the school year and feedback is given for teachers to make positive instructional decisions. Administrators use coaching models for teachers to make positive instructional decisions. During guided class visits, teachers lead positive conversations with those visited. During these visits, teachers are provided positive feedback that can be taken back to their own classrooms. In addition, the Eastside Union School District utilizes Instructional Rounds to provide school administrators with imperative information regarding school initiatives.

## 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)

The school uses assessment data from the SBAC, ELPAC, IABs, and Common Grade Level Assessments. Additionally, teachers are assessing student progress weekly using common formative and summative assessments. Teachers create their class calendars ensuring Essential Standards are taught and learned during the school year.

Teachers are encouraged to check for understanding frequently before moving on to the next lesson. With the assistance of administrative staff, data and instruction are reviewed during monthly data dig days. As the staff looks for strengths and weaknesses, the school plan is improved to accommodate and adjust areas of need and focus.

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

At Tierra Bonita, students are given common assessments. These assessments are used to make instructional decisions. They provide teachers the information to determine which students need interventions and/or enrichment. Yearly state assessments are given and analysis of data will provide decisions regarding students in need of RTI and enrichment. The school will gather and evaluate data at regular times to monitor the effectiveness of strategies in meeting student academic achievement goals.

This data includes:

- SBAC results;
- ELPAC results;
- IAB results;
- Grade Level Assessments;
- Reflex Math
- School criterion-referenced benchmark formative assessments;
- STAR Reading and STAR Math
- LEXIA

Extended Learning Programs: grade level teams will collect student work samples, monitor grades and formative assessment results to track the progress of students requiring extended learning opportunities. This is supported through, but not limited to, extended school day learning, summer school, and Tiger Power Hour. This monitoring shall also lead to promoting those students out of intervention programs, identifying other students in need of intervention. The school site will collect the balance of the data called for in the Action Plan.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Tierra Bonita meets all requirements for having a highly qualified teacher staff. Most teachers are completely credentialed according to the state of California.

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

All staff development days are carefully planned and topics are aligned to support the Common Core State Standards. Planning time is provided for teachers to review student performance of common assessments that are based on Common Core State Standards. Site funds are available for staff to participate in off-site professional development. As a result, the school uses general staff meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development.

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

All staff development days are carefully planned and topics are aligned to support the Common Core State Standards. Planning time is provided for teachers to review student performance of common assessments that are based on Common Core State Standards.

Site funds are available for staff to participate in off-site professional development. As a result, the school uses general staff meetings, department meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development.

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

Professional Development is provided for all teachers on Common Core State Standards and Math and English Language Arts curriculum. A math consultant is provided for all teachers providing instructional support and assistance. Tierra Bonita Elementary School will focus on increasing student achievement by addressing the delivery of instruction in the classrooms. We will provide teachers with opportunities to attend conferences and other workshops to increase student achievement by utilizing best teaching practices. Tierra Bonita Elementary School will provide teachers with research based strategies and programs and supplies needed to implement such programs. Data Digs take place twice a year wherein teachers review data, participate in peer observations, and create common lesson plans and common assessments.

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

Teachers are provided sufficient time, Data Dig Days, to meet with their grade levels and collaborate. During this time, teachers review data to inform their direction for instruction. This time also allows teachers to communicate concerns regarding students not meeting grade-level expectations and to begin the SST process. All teachers and staff (teaching teams, departments) will participate in horizontal and vertical articulation and Data Training focusing on:

- Common Core State Standards learning objectives and learning targets
- Scope and Sequence
- Common Formative Assessment Models, followed by assessment analysis.

## Teaching and Learning

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

Each student in Transitional Kindergarten through Sixth Grade has materials to access the curriculum in English Language Arts, Mathematics, Science and Social Studies either at home or in the classroom. All of the textbooks/ materials are state/district adopted.

All lessons are developed from the California State Standards, and are presented in a manner in which all students can access the knowledge and curriculum.

Curriculum for all subjects is aligned to the state standards. All textbooks are from the state adopted list of instructional materials. Consumable supplemental materials are provided to teachers to help increase learners' skills through additional practice in the area of math, spelling, and grammar. Reading materials are available for students to use both in class and at home. Instruction is standards-based and is provided in classrooms using many strategies and techniques (i.e. cooperative learning, small groups, reteaching and individual assistance) to assure that all students have full access to the core curriculum.

The staff has developed explicit direct instructional strategies to use with the curriculum. These strategies include using a diverse array of checking for understanding and formative assessments. Strategies include using the state standards to dissect the learning objective, math and reading skills tutorials, ELL tutorials, peer tutors, flexible ability groupings in math, reading, and ELD, and team teaching. And, a BTSA provider assists new teachers.

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

The Eastside Union School District is committed to providing all students opportunities to learn. Students at Tierra Bonita are given more instructional minutes than required by the state of California in both Reading/ Language Arts and Mathematics.

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

Each student in transitional kindergarten through sixth grade has an English Language Arts, Mathematics, Science and Social Studies textbook for their use either at home or in the classroom. Each of these textbooks are the state/district adopted textbooks provided by the district. All lessons are developed from the California State Standards and are presented in a manner in which all students can access the knowledge and curriculum. Common pacing guides are used in mathematics and language arts. There is flexibility with the master schedule in order to provide a grouping of students that are performing below grade level.

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

Teachers and students are provided with instructional materials that are grade level appropriate. Students achieving below grade level or below proficient are closely monitored so teachers can receive assistance with their instruction.

All special education classrooms and students have access to the core curriculum at not only the grade level they are placed, but also at the levels they are functioning.

English Learner students are provided embedded ELD time. Additionally, the math series has an EL component as does the LA program that are available to all teachers for support in this area.

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

The Eastside Union School District has adopted SBE and standards aligned instructional materials for all students. Research based interventions are provided for the struggling learners and EL students.

## Opportunity and Equal Educational Access

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

Many teachers provide after school homework help to assist students in mastery of the state standards that were taught during the school day/week.

Extended School Day, Tiger Power Hour, and summer school is offered to struggling students.

Services provided by the regular program include, but are not limited to peer and cooperative grouping, intervention strategies, formative assessments, and direct instruction.

Transitional Kindergarten and Kindergarten Round-up for parents is offered for them to visit Tierra Bonita, meet with teachers to learn of expectations, and for children to be given an initial assessment to show strengths and weaknesses.

Evidence-based educational practices to raise student achievement

Educational practices are considered to raise student achievement. Student performance on standardized tests, English Learner reclassification rate, and school attendance are considered when making educational decisions.

## Parental Engagement

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

The Eastside Union School District and Tierra Bonita Elementary School provide many opportunities for parents to receive "parent development" in order to assist their students. EPAC, ELAC, SSC and parent education occur monthly. The administration at Tierra Bonita provides "Tiger Talks" in order to receive feedback from parents and what their needs are. Parent nights provide education on preparing our students to be college and career ready.

Other resources include:

Parent Conferences

Community Liaison

Attention to Attendance Meetings

Instructional Assistants

Mental Health referrals

District Social Worker

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)

Parents are encouraged to participate in various school committees and school wide activities. Tierra Bonita will implement joint-training and team-building activities for site administrators, teachers, and parent leaders.

- Administrators will ensure parents are offered effective parental involvement practices.
- Establish family-friendly volunteer policies to recruit and organize help and support from parents.
- Train parents to successfully participate in curricular and budgetary decision-making.
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Ensure staff and family access to training in effective school, family, and community partnerships.
- Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.
- Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities. involvement is a high priority at Tierra Bonita Elementary School. Monthly parent meetings are conducted to keep parents apprised of school initiatives. A school site council is formed by parent nominations and voting. An ELAC is formed for parents of English language learners as well as a district EPAC representing all parents of students within the district.

### Funding

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

Teachers provide after school tutoring programs to assist the students in mastery of grade level standards and to assist the student in mastering basic skills. Other extended Learning Opportunities provide students with enrichment activities. Summer school will be provided for all students during a period of time.

Fiscal support (EPC)

District and site level funding.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The English Language Advisory Council (ELAC) advises the school in several ways including the effectiveness of the English Language Development program and services being provided to the English Learners. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC), as well as the district level LCAP meetings, and share district information back to the school site. The School Site Council (SSC) is a group of voted peers; composed of the principal, staff, and parents. The SSC meets regularly to review and make decisions regarding standards-based teaching, curriculum, school policies, safety, programs, and the budget. The Instructional Leadership Team is a group that is composed of one teacher per grade level, including a resource specialist (K-6 and administration), which supports in the decision of school-wide instructional foci, intervention supports, data analysis, and budget.



## Resource Inequities

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

When considering resource inequities we looked at time, people, and funding. In each of these categories we considered whether or not these resources are allocated equitably across the district. Instructional time at each school site is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation 6112 and all elementary schools have the same number of instructional minutes. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides and specialized circumstantial instructional aids (SCIA)), and all school offices are staffed with an office manager, an attendance clerk, and a health clerk. Two district nurses support schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses. Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that no resource inequities exist across the district. Tierra Bonita does not have any identified resource inequities.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	%	0.33%	2		2
African American	25.9%	24.18%	26.61%	160	147	161
Asian	0.5%	0.33%	0.17%	3	2	1
Filipino	2.3%	2.80%	2.64%	14	17	16
Hispanic/Latino	60.9%	62.99%	60%	376	383	363
Pacific Islander	0.2%	0.16%	0.33%	1	1	2
White	7.3%	6.74%	6.12%	45	41	37
Multiple/No Response	0.2%	0.49%	0.17%	1	3	1
<b>Total Enrollment</b>				617	608	605

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	90	94	112
Grade 1	87	86	85
Grade 2	84	86	80
Grade3	90	89	78
Grade 4	95	76	78
Grade 5	88	88	78
Grade 6	83	89	92
Grade 7			1
Grade 8			1
<b>Total Enrollment</b>	617	608	605

### Conclusions based on this data:

1. Tierra Bonita Elementary School continues to enroll students and reaches out to the community when registration opens for kindergarten for the new year.
2. Tierra Bonita places a high priority for students being at school on time and providing incentives to those that do.
3. Tierra Bonita continues to meet with parents to provide information of their children's achievement and importance of being at school on time.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	174	155	163	28.2%	25.5%	26.9%
Fluent English Proficient (FEP)	52	71	47	8.4%	11.7%	7.8%
Reclassified Fluent English Proficient (RFEP)	23	25	0	12.6%	14.4%	0.0%

### Conclusions based on this data:

1. Tierra Bonita's English Learner population is 26%.
2. Tierra Bonita's fluent English proficient population is 12%.
3. Tierra Bonita's reclassified fluent English proficient population is 14%.

# 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	93	91	77	90	89	77	90	89	77	96.8	97.8	100
Grade 4	94	84	75	92	82	74	92	82	74	97.9	97.6	98.7
Grade 5	87	88	77	86	87	75	86	87	75	98.9	98.9	97.4
Grade 6	80	92	91	80	90	91	80	90	91	100	97.8	100
Grade 7			*			*			*			
All Grades	354	355	321	348	348	318	348	348	318	98.3	98	99.1

\* 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	2346.	2390.	2376.	6.67	22.47	10.39	12.22	13.48	15.58	18.89	22.47	27.27	62.22	41.57	46.75
Grade 4	2407.	2421.	2430.	13.04	10.98	18.92	9.78	23.17	21.62	18.48	12.20	12.16	58.70	53.66	47.30
Grade 5	2458.	2440.	2469.	8.14	12.64	8.00	25.58	14.94	32.00	20.93	22.99	20.00	45.35	49.43	40.00
Grade 6	2495.	2527.	2501.	8.75	14.44	7.69	25.00	31.11	39.56	30.00	41.11	19.78	36.25	13.33	32.97
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	9.20	15.23	11.01	17.82	20.69	27.67	21.84	25.00	19.81	51.15	39.08	41.51

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	8.89	19.10	7.79	22.22	38.20	44.16	68.89	42.70	48.05
Grade 4	14.13	10.98	12.16	35.87	48.78	47.30	50.00	40.24	40.54
Grade 5	9.30	13.79	14.67	50.00	40.23	53.33	40.70	45.98	32.00
Grade 6	11.25	14.44	14.29	51.25	53.33	42.86	37.50	32.22	42.86
Grade 7			*			*			*
All Grades	10.92	14.66	12.26	39.37	45.11	46.54	49.71	40.23	41.19

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	7.78	15.73	5.19	38.89	42.70	44.16	53.33	41.57	50.65
<b>Grade 4</b>	10.87	17.07	21.62	39.13	36.59	41.89	50.00	46.34	36.49
<b>Grade 5</b>	16.28	20.69	14.67	48.84	29.89	50.67	34.88	49.43	34.67
<b>Grade 6</b>	11.25	16.67	14.29	48.75	62.22	59.34	40.00	21.11	26.37
<b>Grade 7</b>			*			*			*
<b>All Grades</b>	11.49	17.53	13.84	43.68	43.10	49.37	44.83	39.37	36.79

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	6.67	13.48	9.09	48.89	57.30	66.23	44.44	29.21	24.68
<b>Grade 4</b>	6.52	10.98	13.51	59.78	57.32	54.05	33.70	31.71	32.43
<b>Grade 5</b>	9.30	10.34	9.33	67.44	42.53	65.33	23.26	47.13	25.33
<b>Grade 6</b>	13.75	7.78	16.48	66.25	82.22	59.34	20.00	10.00	24.18
<b>Grade 7</b>			*			*			*
<b>All Grades</b>	8.91	10.63	12.26	60.34	60.06	61.01	30.75	29.31	26.73

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	8.89	22.47	5.19	31.11	38.20	51.95	60.00	39.33	42.86
<b>Grade 4</b>	11.96	15.85	13.51	45.65	43.90	40.54	42.39	40.24	45.95
<b>Grade 5</b>	12.79	17.24	14.67	44.19	39.08	46.67	43.02	43.68	38.67
<b>Grade 6</b>	20.00	30.00	17.58	50.00	51.11	59.34	30.00	18.89	23.08
<b>Grade 7</b>			*			*			*
<b>All Grades</b>	13.22	21.55	12.89	42.53	43.10	50.00	44.25	35.34	37.11

**Conclusions based on this data:**

1. Students' overall scores show that 64% of students in grades 3-6 nearly met or did not meet grade level standards in English Language Arts (ELA).
2. Students' overall scores show that 36% of students are meeting or exceeding grade level standards in English Language Arts (ELA).
3. As compared to previous years' data, Tierra Bonita is showing academic growth in English Language Arts (ELA) in many grade levels.

# 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	93	91	77	91	89	77	91	89	77	97.8	97.8	100
Grade 4	94	84	75	92	82	74	92	82	74	97.9	97.6	98.7
Grade 5	88	88	77	87	87	75	87	87	75	98.9	98.9	97.4
Grade 6	80	92	92	80	91	92	80	91	92	100	98.9	100
Grade 7			*			*			*			
All Grades	355	355	322	350	349	319	350	349	319	98.6	98.3	99.1

\* 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	2376.	2387.	2388.	9.89	8.99	7.79	18.68	22.47	18.18	19.78	21.35	27.27	51.65	47.19	46.75
Grade 4	2429.	2423.	2442.	6.52	2.44	6.76	16.30	24.39	18.92	42.39	25.61	47.30	34.78	47.56	27.03
Grade 5	2456.	2427.	2455.	6.90	5.75	6.67	11.49	9.20	14.67	29.89	21.84	25.33	51.72	63.22	53.33
Grade 6	2521.	2531.	2484.	17.50	20.88	7.61	21.25	15.38	18.48	31.25	37.36	39.13	30.00	26.37	34.78
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	10.00	9.74	7.21	16.86	17.77	17.55	30.86	26.65	34.80	42.29	45.85	40.44

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	18.68	15.73	22.08	28.57	31.46	18.18	52.75	52.81	59.74
Grade 4	13.04	14.63	17.57	32.61	32.93	27.03	54.35	52.44	55.41
Grade 5	9.20	10.34	13.33	28.74	21.84	30.67	62.07	67.82	56.00
Grade 6	26.25	24.18	13.04	36.25	34.07	42.39	37.50	41.76	44.57
Grade 7			*			*			*
All Grades	16.57	16.33	16.30	31.43	30.09	30.09	52.00	53.58	53.61

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	10.99	15.73	12.99	32.97	33.71	41.56	56.04	50.56	45.45
<b>Grade 4</b>	7.61	6.10	16.22	33.70	36.59	33.78	58.70	57.32	50.00
<b>Grade 5</b>	5.75	3.45	6.67	48.28	32.18	36.00	45.98	64.37	57.33
<b>Grade 6</b>	13.75	17.58	6.52	47.50	52.75	52.17	38.75	29.67	41.30
<b>Grade 7</b>			*			*			*
<b>All Grades</b>	9.43	10.89	10.34	40.29	38.97	41.38	50.29	50.14	48.28

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	13.19	13.48	14.29	47.25	40.45	42.86	39.56	46.07	42.86
<b>Grade 4</b>	6.52	6.10	10.81	50.00	51.22	45.95	43.48	42.68	43.24
<b>Grade 5</b>	11.49	3.45	5.33	31.03	43.68	41.33	57.47	52.87	53.33
<b>Grade 6</b>	16.25	21.98	7.61	40.00	47.25	56.52	43.75	30.77	35.87
<b>Grade 7</b>			*			*			*
<b>All Grades</b>	11.71	11.46	9.40	42.29	45.56	47.02	46.00	42.98	43.57

**Conclusions based on this data:**

1. Students' overall scores show that 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics.
2. Students' overall scores show that 28% of students are meeting or exceeding grade level standards in Mathematics.
3. As compared to previous years' data, Tierra Bonita is showing academic growth in Mathematics in some grade levels.

# 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	1432.0	1421.2	1444.9	1435.9	1401.6	1386.7	22	38
Grade 1	1480.1	1421.5	1477.7	1425.5	1482.1	1417.1	29	12
Grade 2	1487.9	1477.8	1493.1	1477.8	1482.1	1477.2	37	16
Grade 3	1521.9	1476.5	1535.8	1464.2	1507.8	1488.3	31	13
Grade 4	1511.1	1533.0	1522.8	1539.6	1498.5	1525.9	14	18
Grade 5	1435.9	1490.8	1447.9	1481.5	1423.4	1499.5	14	11
Grade 6	*	1517.6	*	1520.0	*	1514.5	*	15
All Grades							157	123

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	*	10.53	*	34.21	*	42.11	*	13.16	22	38
1	51.72	0.00	*	25.00	*	41.67	*	33.33	29	12
2	54.05	6.25	32.43	56.25	*	31.25	*	6.25	37	16
3	*	15.38	48.39	30.77	*	38.46	*	15.38	31	13
4	*	33.33	*	50.00	*	11.11	*	5.56	14	18
5	*	18.18	*	36.36	*	18.18	*	27.27	14	11
6	*	20.00	*	33.33	*	26.67	*	20.00	*	15
All Grades	40.13	14.63	33.76	38.21	16.56	31.71	9.55	15.45	157	123



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
<b>K</b>	*	15.79	*	36.84	*	36.84	*	10.53	22	38
<b>1</b>	55.17	25.00	*	0.00	*	58.33	*	16.67	29	12
<b>2</b>	67.57	25.00	*	50.00		18.75	*	6.25	37	16
<b>3</b>	64.52	30.77	*	23.08		38.46	*	7.69	31	13
<b>4</b>	*	72.22	*	22.22		5.56	*	0.00	14	18
<b>5</b>	*	36.36	*	36.36		0.00	*	27.27	14	11
<b>6</b>	*	46.67	*	26.67	*	6.67	*	20.00	*	15
<b>All Grades</b>	56.05	33.33	29.30	30.08	*	25.20	8.92	11.38	157	123

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	5.26	*	21.05	*	60.53	*	13.16	22	38
<b>1</b>	51.72	0.00	*	25.00	*	25.00	*	50.00	29	12
<b>2</b>	45.95	0.00	29.73	56.25	*	31.25	*	12.50	37	16
<b>3</b>	*	0.00	*	15.38	35.48	69.23	*	15.38	31	13
<b>4</b>	*	16.67	*	38.89	*	27.78	*	16.67	14	18
<b>5</b>	*	0.00	*	27.27	*	27.27	*	45.45	14	11
<b>6</b>	*	0.00	*	20.00	*	53.33	*	26.67	*	15
<b>All Grades</b>	29.94	4.07	26.11	28.46	25.48	45.53	18.47	21.95	157	123

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	13.16	50.00	71.05	*	15.79	22	38	
<b>1</b>	72.41	33.33	*	50.00	*	16.67	29	12	
<b>2</b>	78.38	31.25	*	62.50	*	6.25	37	16	
<b>3</b>	51.61	15.38	45.16	61.54	*	23.08	31	13	
<b>4</b>	*	27.78	*	66.67		5.56	14	18	
<b>5</b>	*	9.09	*	54.55	*	36.36	14	11	
<b>6</b>	*	26.67	*	53.33	*	20.00	*	15	
<b>All Grades</b>	56.69	21.14	35.03	62.60	8.28	16.26	157	123	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.42	*	68.42	*	13.16	22	38
1	44.83	8.33	37.93	66.67	*	25.00	29	12
2	59.46	18.75	35.14	75.00	*	6.25	37	16
3	87.10	46.15	*	38.46	*	15.38	31	13
4	92.86	88.89		11.11	*	0.00	14	18
5	*	72.73	*	9.09	*	18.18	14	11
6	*	53.33	*	26.67	*	20.00	*	15
All Grades	63.06	39.84	25.48	47.15	11.46	13.01	157	123

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.63	68.18	89.47	*	7.89	22	38
1	58.62	16.67	*	25.00	*	58.33	29	12
2	51.35	0.00	29.73	87.50	*	12.50	37	16
3	*	0.00	61.29	69.23	*	30.77	31	13
4		0.00	78.57	66.67	*	33.33	14	18
5	*	18.18	*	36.36	*	45.45	14	11
6	*	0.00	*	46.67	*	53.33	*	15
All Grades	30.57	4.07	46.50	67.48	22.93	28.46	157	123

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	*	18.42	*	47.37	*	34.21	22	38
1	44.83	8.33	41.38	41.67	*	50.00	29	12
2	40.54	0.00	51.35	87.50	*	12.50	37	16
3	38.71	7.69	38.71	84.62	*	7.69	31	13
4	*	38.89	78.57	50.00	*	11.11	14	18
5	*	0.00	*	72.73	*	27.27	14	11
6	*	20.00	*	60.00	*	20.00	*	15
All Grades	35.67	15.45	47.77	60.16	16.56	24.39	157	123

**Conclusions based on this data:**

1. Most students who took the ELPAC score in the somewhat/moderate performance level.
2. Students in first grade scored 52% in Language, Listening, and Speaking.
3. Students in second grade scored 54 percent in Language.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
605	88.6	26.9	4.3

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.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	26.9
Foster Youth	26	4.3
Homeless	3	0.5
Socioeconomically Disadvantaged	536	88.6
Students with Disabilities	59	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	161	26.6
American Indian	2	0.3
Asian	1	0.2
Filipino	16	2.6
Hispanic	363	60.0
Two or More Races	22	3.6
Pacific Islander	2	0.3
White	37	6.1





### Conclusions based on this data:

1. The percentage of students who are socially disadvantaged is 89%.
2. The percentage of students at Tierra Bonita having a disability is 11%.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 422 950 453"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 857 537">Yellow</p>	<p data-bbox="1177 422 1388 453"><b>Suspension Rate</b></p>  <p data-bbox="1263 506 1320 537">Red</p>
<p data-bbox="251 619 414 651"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>		

#### Conclusions based on this data:

1. Overall performance in English Language Art (ELA) is in the yellow.
2. Overall performance in Mathematics is in the orange.
3. Overall chronic absenteeism and suspension rates are in the red.

# 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><b>All Students</b></p>  Orange 36.9 points below standard Maintained -2.2 points 295	<p><b>English Learners</b></p>  Yellow 25 points below standard Increased ++5.6 points 109	<p><b>Foster Youth</b></p>  No Performance Color 46.9 points below standard Declined Significantly -18.1 points 12
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 39.9 points below standard Maintained ++0.3 points 270	<p><b>Students with Disabilities</b></p>  Orange 137.8 points below standard Increased ++9.6 points 36

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 70.5 points below standard Increased ++9.4 points 74	 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 1	 No Performance Color 15.3 points above standard Declined Significantly -28.8 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.3 points below standard Declined -3.4 points 187	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 16 points below standard Maintained ++0.4 points 11

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
79 points below standard Declined -13.7 points 55	30.1 points above standard Increased Significantly ++18 points 54	47.8 points below standard Declined -5.5 points 178

**Conclusions based on this data:**

- Socioeconomically disadvantaged students declined 5.5 points from 60.4 points below level 3 in English Language Arts (ELA).
- African American students declined significantly 21 points from 102.7 points below level 3 in English Language Arts (ELA).
- Current English Language Learners declined 13.7 points in English Language Arts (ELA).



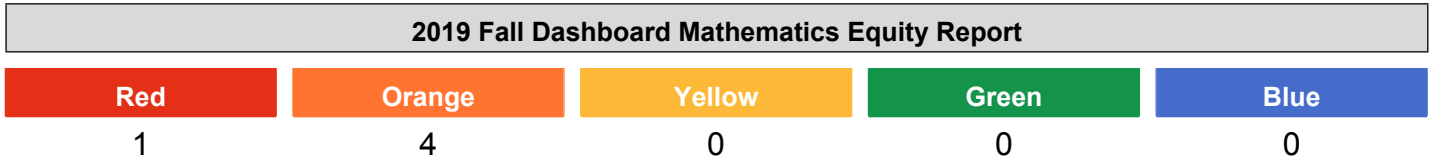
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 56.1 points below standard Declined -3.3 points 295	<p><b>English Learners</b></p>  Orange 45.4 points below standard Maintained ++1.2 points 109	<p><b>Foster Youth</b></p>  No Performance Color 68 points below standard Declined Significantly -44 points 12
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 60 points below standard Maintained -2.3 points 270	<p><b>Students with Disabilities</b></p>  Red 153.8 points below standard Declined -8.7 points 36

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 93.7 points below standard Maintained ++1.8 points 74	 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 1	 No Performance Color 8.5 points below standard Declined Significantly -19.3 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.9 points below standard Maintained -2.3 points 187	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 26.2 points below standard Declined -5.5 points 11

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
86.2 points below standard Declined -12.8 points 55	3.9 points below standard Increased ++9.7 points 54	65.8 points below standard Maintained -2.9 points 178

#### Conclusions based on this data:

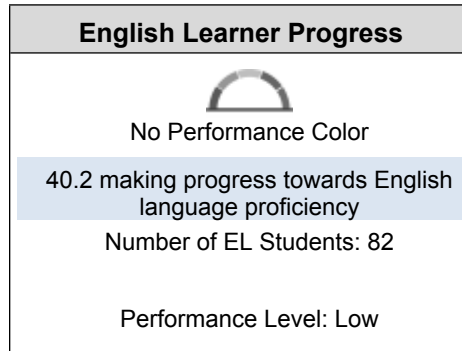
1. Students' overall change increased in Mathematics by 7.6 points from the status of 51.7 points below level 3 in Mathematics.
2. Students with disabilities increased test scores significantly by 38.2 points in Mathematics.
3. English Language Learners decreased significantly 39.9 points from 101.4 points below level 3 in Mathematics.

# 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
21	28	4	29

#### Conclusions based on this data:

1. English Language Learners' student overall academic performance declined by 2%.
2. English Language Learners' maintained academic progress in English Language Arts (ELA).
3. English Language Learners' increased 6.8 points in Mathematics.

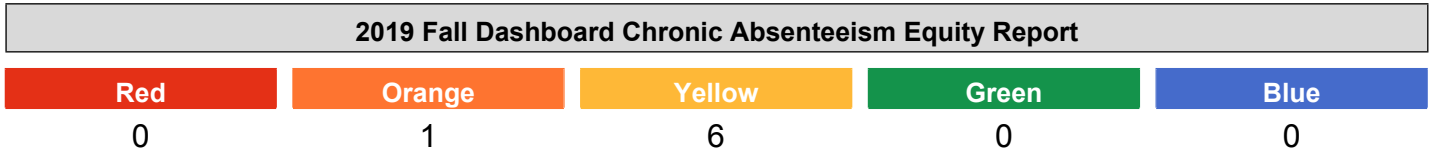
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Yellow</p> <p>20.8</p> <p>Declined Significantly -4.6</p> <p>644</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>10.8</p> <p>Declined Significantly -3.2</p> <p>166</p>	<p><b>Foster Youth</b></p>  <p>Yellow</p> <p>13.2</p> <p>Declined -4.2</p> <p>38</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>21.9</p> <p>Declined Significantly -4.4</p> <p>565</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>16.4</p> <p>Declined -16.5</p> <p>67</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 30.9 Declined Significantly -5.6 181	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.9 Declined Significantly -3.9 378	 No Performance Color 33.3 Declined -5.1 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 22.5 Declined -13.9 40

**Conclusions based on this data:**

1. The percentage of chronically absent students is 25%.
2. Chronic absenteeism with Hispanic students has increased 5.4%.
3. Chronic absenteeism with African American students has increased 5%.

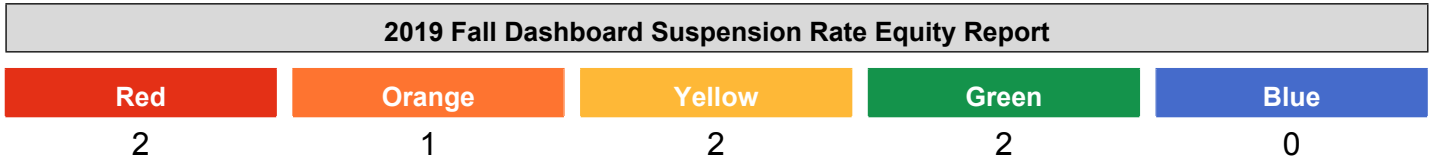
# School and Student Performance Data

## 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><b>All Students</b></p>  Red 6.9 Maintained +0.2 685	<p><b>English Learners</b></p>  Yellow 1.7 Maintained -0.1 178	<p><b>Foster Youth</b></p>  Yellow 4.4 Declined -1.1 45
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 4	<p><b>Socioeconomically Disadvantaged</b></p>  Red 7.7 Increased +0.8 599	<p><b>Students with Disabilities</b></p>  Orange 7 Declined -0.3 71

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16.3 Increased +1.9 190	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5 Declined Significantly -1.2 401	 No Performance Color 14.8 Increased +4.8 27	 No Performance Color Less than 11 Students - Data 2	 Green 2.2 Declined -2 46

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.7	6.9

**Conclusions based on this data:**

1. The status and change overall report shows that there is a significant decrease in suspension rates for all students at Tierra Bonita Elementary School.
2. Although there is a slight decrease in suspensions with African American students, the rate of suspension rates is still very high at 13%.
3. Socioeconomically disadvantaged students and students with disabilities suspension rates declined significantly.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The Eastside Union School District will increase student achievement, in English Language Arts (ELA) and Mathematics.

## Goal 1

Students at Tierra Bonita will increase academic achievement as measured by the SBAC. Through intentional academic programs, we will increase the percentage of students meeting or exceeding grade level standards to 45% in English Language Arts (ELA) and Mathematics.

## Identified Need

Although there has been an increase with students meeting or exceeding grade level standards, English Learners, Foster Youth, and Low Income Students continue to be far below grade level standards in English Language Arts (ELA) and Mathematics. Other summative and formative assessment data is used to accomplish this goal in order to make academic instructional decisions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome														
Through intentional academic programs, students will be equipped with the academic knowledge to succeed in English Language Arts (ELA) and Mathematics on the 2021 CAASPP.	Students' overall scores show that 64% of students in grades 3-6 nearly met or did not meet grade level standards in English Language Arts (ELA).	Students will increase English Language Arts (ELA) academic progress to 55%.														
Through intentional academic programs, students will be equipped with academic knowledge to succeed in English Language Arts (ELA) and Mathematics as reviewed from benchmarks on STAR 360.	<p>Students' overall scores show that 72% of students in grades 3-6 nearly met or did not meet grade level standards in Mathematics.</p> <p>May 2019            Kinder: 49 SGP, 48 % are at or above 40th percentile (95/100 students)            1st Grade: 53 SGP, 58% are at or above 40th percentile (95/100 students) (76/78)            2nd Grade: 42 SGP, 58% are at or above 40th percentile (80 students)            3rd Grade: 42 SGP, 49% are at or above 40th percentile (76 Students)</p>	<p>Students will increase Mathematics academic progress to 55%</p> <p>May 2020</p> <table> <tr> <td>Kinder:</td> <td>50 SGP</td> </tr> <tr> <td>1st Grade:</td> <td>50 SGP</td> </tr> <tr> <td>2nd Grade:</td> <td>60 SGP</td> </tr> <tr> <td>3rd Grade:</td> <td>60 SGP</td> </tr> <tr> <td>4th Grade:</td> <td>50 SGP</td> </tr> <tr> <td>5th Grade:</td> <td>50 SGP</td> </tr> <tr> <td>6th Grade:</td> <td>50 SGP</td> </tr> </table>	Kinder:	50 SGP	1st Grade:	50 SGP	2nd Grade:	60 SGP	3rd Grade:	60 SGP	4th Grade:	50 SGP	5th Grade:	50 SGP	6th Grade:	50 SGP
Kinder:	50 SGP															
1st Grade:	50 SGP															
2nd Grade:	60 SGP															
3rd Grade:	60 SGP															
4th Grade:	50 SGP															
5th Grade:	50 SGP															
6th Grade:	50 SGP															

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade 46 SGP, 52% are at or above 40th percentile (75 students) 5th Grade 48 SGP, 41% are at or above 40th percentile (75 students) 6th Grade 45 SGP, 29% are at or above 40th percentile (89/91 students)	

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 who nearly met or did not meet standards on the 2019 SBAC.

#### Strategy/Activity

Goal 1: Activity 1

Based on the 2019 SBAC scores, students who nearly met standards or did not meet standards will participate in Extended Learning Opportunities (ELO).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All students.

#### Strategy/Activity

Goal 1: Activity 2: To provide a robust K-6 Response to Intervention Program and extended learning opportunities.

Professional development, planning, and Data Analysis (Data Digs).

Materials

Substitutes

Certificated and Classified salary for extended work day and administrative designee

Extended Learning Opportunities will include:

Tuesdays and Thursdays ( approximately 70 days, an hour and a half per day)  
Saturdays (approximately 10 days)  
Summer School (16 days with 7 teachers)

Substitutes provided for Tierra Bonita Professional Development for staff members around the topics of Response to Intervention, Disproportionality, and the Student Support Team (SST) process. While these supports will be of great benefit to our entire student population, they are principally directed toward students in the unduplicated pupil groups (i.e. English Learners, Foster Youth, and Low-Income Students). A school counselor will attend to students' academic and socio-emotional needs. Positive Behavior Interventions and Strategies (PBIS) will be monitored by a team of teachers addressing school climate and culture. Instructional Leadership Team, Culture and Climate Team, and English Language Learner 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)	Source(s)
105,897.00	Title I

**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**

**Goal 1: Activity 3**

To provide a schoolwide Positive Behavior Interventions and Supports Program.

Professional development and planning

Materials

Substitutes

Technology will be made available to teachers to support high-quality instruction and learning. Students will have access to technology as well to increase academic achievement. English Learners will be provided computer based programs to ensure success in English Language Development. The school will utilize technology to support instruction and academic achievement. Students will have access to STAR 360 for English Language Arts and Mathematics, Reflex Math, Edutype, and TumbleBooks to increase their literacy development, reading comprehension, and math skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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23,249.00

Title I

### 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

##### Goal 1: Activity 4

In order for Tierra Bonita's overall and subgroup student population to meet or exceed its target, every classroom must have an abundance of instructional materials and supplies. The instructional materials will also include grade leveled books and technology to supplement the instructional program and provide adequate interventions.

#### 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)

35,870.00

LCFF

### 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

##### Goal 1: Activity 5

All students will access materials in the school library as a means towards addressing the English Language Arts Standards for literature response and analysis, and reading and responding to a wide variety of children's literature. The library will maintain a large and diverse collection of materials that support the academic and recreational needs of the students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### 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

### Goal 1: Activity 6

Teachers will use time to create and score common grade level assessments and analyze data to make decisions on teaching and learning. During the data digs, instructional decisions will be made.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 7**

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

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

Students who on target for intervention support.

#### Strategy/Activity

##### Goal 1: Activity 7

In order for Tierra Bonita's overall and subgroup student population to meet or exceed its target, every classroom must have an abundance of instructional materials and supplies. The instructional materials will also include grade leveled books to supplement the instructional program and provide adequate interventions.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 8**

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

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

All Students

#### Strategy/Activity

Tierra Bonita's Instructional Leadership Team will train teachers in Distributive Leadership strategies and data analysis, including but not limited to professional learning opportunities/conferences.

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

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Implementation of extended learning opportunities went well.

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

There is still a need to have more effective and intentional activities to increase English Language Arts (ELA) and Mathematics.

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.

The learning environment will be supported by Instructional Leadership teams, guided visits, more extended learning opportunities, and teacher support.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase parent outreach (improve website, two-way communication opportunities, develop a parent university, and build upon successes to engage all parent groups in school and community events) will benefit unduplicated students through increased community support. Increasing parent engagement will ensure that our programs are more responsive to student needs and student success.

## Goal 2

Increased parent outreach (improve website, two-way communication opportunities, develop a parent university, and build upon successes to engage all parent groups in school and community events) will benefit unduplicated students through increased community support. Increasing parent engagement, parent university, will ensure that our programs are more responsive to student needs and student success.

## Identified Need

All Students

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tierra Bonita will work directly with the Eastside Union School District to ensure parents are given important information to all parents.	Parents will receive important information via Connect-Ed, AERIES Communication, and Peach Jar.	Parents attending school activities and meetings will increase. There will be improvement in the number of parents and community members actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).
Publish 2 district newsletters annually, in addition to letters, website, Facebook and Connect-Ed messages.	One district newsletter was published. Connect-Ed messages are utilized regularly by site and district staff. Facebook is updated regularly with current communication regarding events and important dates.	Parents attending school activities and meetings will increase. There will be improvement in the number of parents and community members actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).
Provide additional Parent Training Initiatives	Over 25 sessions of Project 2 Inspire parent education	Parents attending school activities and meetings will



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	classes were offered throughout the school year. Two parents completed Project 2 Inspire Level 3 training this year. Currently, we have four parent presenters.	increase. There will be improvement in the number of parents and community members actively engaged in governance, programs, and volunteer opportunities which research indicates has a positive impact on student achievement (Joyce L. Epstein, Ph.D).

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

##### Goal 2- Activity 1

Tierra Bonita Elementary School will build a parent education and engagement program through:

##### Community Liaison

##### Parent training and Community resources events

- Certificated staff compensated for parent presentations, up to 10 hours.
- Translation services provided by classified staff
- Snacks and beverages
- Materials and Supplies

##### Parent Resource Room

- Materials and Supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

LCFF

### 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

#### Goal 2- Activity 2

Tierra Bonita Elementary School will increase and improve two-way communication with families and community through:

#### Parent Conferences

- Translation services

#### Materials and supplies

- Parent Newsletters and notices
- Second Language Acquisition Program
- A parent resource room is provided to parents that has technology, resource information, and a parent liaison to answer questions.

### 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)

2,113.00

Source(s)

Title I

### 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

#### Goal 2- Activity 3

Tierra Bonita Elementary School will host events various family and community events through:

Provide resources, materials, and supports for parents at Parent University.

#### Student Recognition Assemblies

- materials and supplies, including but not limited to certificates, awards, and/or trophies

#### Family Events

- Translation services
- Snacks and beverages
- Materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Parent activities were effective and well attended.

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

Tierra Bonita's parent liaison has increased parent participation.

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.

Parent resources, activities and events will increase.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The Eastside Union School District will develop a system of support designated to enhance students' opportunities to learn.

## Goal 3

Tierra Bonita Elementary School will develop social-emotional learning that will improve academic achievement, lower student suspensions, and absenteeism.

## Identified Need

All students

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease Suspensions	Although there is a slight decrease in suspensions with African Americans, the rate of suspension is still very high at 12.5%. Socioeconomically disadvantaged students and students with disabilities suspension rates declines significantly.	The status and change overall report will show that there will be a significant decrease in suspension rates for all students.
Increase Attendance	Attendance averages 94% during a school day.	The status and change overall report will show that there will be a significant increase in attendance to 97%.

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

Goal 3, Strategy/ Activity 1: Provide social-emotional learning

Professional development and planning

Materials  
Positive Behavior Intervention and Supports (PBIS)  
Move This World  
Restorative Practices  
Trauma Informed Practices  
SPRIGEO  
OLWEUS  
Other social-emotional learning

### 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)
4,000.00	LCFF

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Overall strategies and approaches were effective. Attendance was promoted through school wide initiatives, grade level celebrations, and field trips.

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

Although slow, attendance growth did increase by .4%

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.

Tierra Bonita Elementary School will continue to develop and implement school wide social emotional supports, incentives, and opportunities.

# 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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,129.00

## 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	\$131,259.00

Subtotal of additional federal funds included for this school: **\$131,259.00**

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 (\$)
LCFF	\$44,870.00

Subtotal of state or local funds included for this school: **\$44,870.00**

Total of federal, state, and/or local funds for this school: **\$176,129.00**

# School Site Council Membership

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

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

Name of Members	Role
Christa Waldvogel	Principal
Dee Hicks	Classroom Teacher
Jeanne Marks	Classroom Teacher
Jacob Walsh	Classroom Teacher
Donna McNitt	Other School Staff
Myeshia Giwa	Parent or Community Member
Gabriela Gonzales	Parent or Community Member
Flor Perez	Parent or Community Member
Lorena Rosales	Parent or Community Member
Josefina Sharp	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**

	English Learner Advisory Committee
	Other: District LCAP Committee

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 5-13-2020.

Attested:

Principal, Christa Waldvogel on 5-13-2020
SSC Chairperson, Myeshia Giwa on 5-13-2020



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019